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THE MARYLAND EDUCATIONAL JOURNAL,

A SCHOOL AND FAMILY MONTHLY.

DEVOTED TO

POPULAR INSTRUCTION AND LITERATURE.

ORGAN OF

THE STATE BOARD OF EDUCATION

AND OF

THE COMMISSIONERS' ASSOCIATION.

MAY, 1867.

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This number of the Journal is sent to some who have not yet subscribed, with the hope that they will do so on inspection. Please respond immediately, either by remitting $1.50, or returning the Journal.

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Our friends throughout the State will please use their influence in sending us subscribers, as the application to the Legislature for aid failed.

☞ Will Editors in the State please favorably notice this Journal, and, if possible, publish the prospectus?

☞ Suitable articles for publication, including items of local school intelligence, solicited from all.

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AND AIDS GENERALLY

TO THE SCHOOL AND TEACHER.

ORDERS SOLICITED.

MARYLAND

EDUCATIONAL JOURNAL,

A SCHOOL AND FAMILY MONTHLY.

VOL. I. MAY, 1867. No. 1.

Introductory.

WITH heartfelt thanks to those friends whose exertions have assured existence to this Journal, our best efforts will be directed to so conduct it as to encourage them and others to further effort.

We propose to take a cheerful view of things as they are—to aid and encourage the parent, teacher, and pupil, to enlighten the general reader, and to interest all—rather than to rail at evils which exist.

Teachers and parents and pupils need all the aid and encouragement, and all the benefits of others' example that it is possible to obtain from all sources, human and divine.

Teaching is a science too little understood. We will not say that teachers are dishonest or recreant of duty, because they are at least not more so than any other class, while certainly they do more work for less pay than others.

Individual teachers have their difficulties to encounter, which are greatly lessened, however, when they stand connected with a grand uniform system of State policy, such as now regulates the free schools of Maryland. Its wise regulations hold up their hands. It were well could some uniform system of *home* instruction be devised and legally enforced, as good as that which now regulates the school room. And yet, perhaps, it already exists in the Book of books! Were parents more generally and deeply imbued with the spirit of the inspired word, and alive to a sense of their responsibilities, the labors of the school room would be less interlarded with thorns.

The comprehensive unity and uniformity of the Maryland system of free schools constitute its crowning excellence. Only give it a fair trial, time and money, and we shall in due time hear its praises sounded from the ocean to the mountains. Its millenial glory, how-

ever, is not to be realized without a good deal of hard work, and practical operations in bricks and mortar!

But some say that as good schools may be taught in a cabin, or even out of doors, as in the most lavishly furnished edifice, and hence the erection of school-houses where most needed progresses slowly.

To-be-sure the Hindoo boy learns to write in the sand, why may not the American as well? What's the use of all your modern contrivances, says your old fogy who clutches his purse convulsively, forgetful that after death he can carry nothing with him.

Of books and other aids there is such an abundance that, if we may believe some of the publishers' advertisements, all the troubles of teacher and pupil are ended, and the royal road to knowledge has been discovered. Rejoice, oh youth of America, over your advantages!

We live in a progressive age; onward, *upward*, EXCELSIOR! is the cry in all departments of art and science. Man seems to be emulating omniscience. The world is rising in an effulgent blaze of mental glory. Amid this scene of splendid enchantment and misery the "Maryland Educational Journal" takes its place to battle with error and defend the right.

Reverently be it said:—God help us!

An Educational Journal.

THE following is what Rev. Dr. L. VAN BOKKELEN, State Superintendent of Public Instruction, says in his report to the Legislature, on this subject:

"Every State which has an energetic School System, sustains a well conducted School journal. This journal is the medium of official communication, between the School authorities and the Schools, and the vehicle of valuable information, relative to the duties of teachers.

"Teaching is a progressive science, and every teacher, to keep up with the times, must be a student. In no profession have greater advances or more valuable discoveries been made than in that of teaching. There ought to be some regular plan for recording and disseminating this information among teachers just as the Theological, Medical, and Law journals do for the members of the professions they represent.

"The School Commissioners, who are the executive agents of the

School system, also need instruction to guide them in the discharge of their duties; this can be given through the journal. School officers will be incited to action, by special and earnest appeals, difficulties will be overcome by practical and earnest suggestions, professional information will be imparted and become the basis of intelligent work. Such a publication, I believe, will impart knowledge, and awaken enthusiasm among all connected with the School system, and will be of value in dollars and cents, by increasing the value of the Schools.

"Schools have to be sustained by constant and laborious efforts. No system will run by itself, in any other way, than to run down. Teachers must be encouraged by frequent exhortation, and a knowledge of the efforts and success of those who labor in the same cause. The establishment of a school and family journal, received the favorable consideration of the association of Commissioners, and an effort will be made by E. S. Zevely, assisted by an editorial committee, to commence such a publication as early as practicable in 1867. To make the effort a success, aid is needed from the State. Such aid is given in the sister States. A School Journal circulating in all portions of the State will cause school questions to be discussed in many households. The great and beneficent principles which underlie the whole system of popular education, will be better understood, and the law, through which the State is striving to discharge her duty to the children, be fully explained.

"Resolutions upon this subject were passed by the association of Commissioners, as follows:

"*Resolved*, That this association recognizes the importance of a State Educational and Family Journal, and that the Presidents of the City and County Boards be requested to ascertain before February 15, 1867, the number of subscribers which can be secured and forward the result to Mr. Zevely.

"*Resolved*, That an application signed by the President and Secretary of the association, be presented to the General Assembly for a subscription of fifty copies for each of the counties and the city of Baltimore, to be circulated by the city and county boards."

"PRINCIPIA LATINA, PARTS I AND II.—A first Latin course comprehending Grammar, Delectus, and Exercise Book, with vocabularies; also a first Latin Reading Book with notes and a Dictionary. Harper Brothers. These two small books embrace about all that nine-tenths of the youths of our land practically require of Latin, and as such are commendable.

The School System and the General Assembly of 1867.

AS the Journal is designed specially for the benefit of Maryland teachers, and to interest the people of the State in the cause of popular education, care will be taken to present in its columns all information concerning our Public Schools which can be procured. The School System is progressive. It will be perfected by gathering the experience of all who labor in the various positions of Superintendents, Commissioners, Visitors or Teachers. The views of parents will also be sought, that the practical efficiency of the Schools may be advanced, and the whole system be so framed and administered as to secure such reasonable unanimity of approval as will insure the co-operation of all who labor in the profession of teachers, or reap the benefits of instruction in the army of pupils. To reach great results, and we must strive for nothing less than perfection, the School System must be not only good in the abstract, but be adapted to the peculiar demands of the State. This is one of the advantages, perhaps the chief advantage, of the Act of Assembly of 1865. It may not be the most symmetrical, or the most comprehensive of all School Systems, but it is claimed to be the very best for Maryland with regard to her geographical features and the character of her population. A system which is admirable for Massachusetts or New York, with their dense population and large resources, may not work well in our own State. Our aim therefore should be, and if the General Assembly gives heed to the advice of School officers it will be, to adapt the School Law to our own peculiar wants, and to modify and strengthen it, as experience may suggest, that it will do for us, and for the children, who are always to be kept in view, what is needed, and according to peculiarities of climate, topography and population, can be of the greatest benefit to the largest number.

The School System, and its practical results in the several counties, were largely discussed both in the Senate and House during the late session of the General Assembly. The opinions of members seemed to be modified if not controlled by local or personal preferences; and, in many instances, the tone of debate indicated a lack of knowledge of the real, substantial, practical results which have been attained under the Uniform System. There was a desire on the part of some to return to the old local trustee systems, and an inclination to reduce school revenues and salaries to the lowest practicable standard. These suggestions were met by the determined opposition of the friends of

Public Schools, and the Legislature adjourned leaving the School System unchanged with the exception of the addition of sections enabling districts to provide funds for building school-houses. In our next number these sections will be given in full. It is to be regretted that the report of the State Superintendent was not ready for distribution early in the session of the General Assembly. A close study of the statistics there exhibited, and the arguments of the School officers, would have given the information upon which valuable legislation could have been based. The presence at Annapolis of the committee appointed by the association of School Commissioners was very opportune. Their statements, added to those of the Superintendent, helped to give the members a knowledge of facts by which adverse enactments were defeated. Upon the whole we congratulate ourselves and the friends of the Public Schools that the system sustained itself so well in the face of so many obstacles. We are also gratified to know that the public are anxious for better schools, and a little impatient at delay. But it must always be remembered that a comfortable, well furnished and conveniently located school-house is a condition precedent to success. While the citizens refuse to build school-houses, or to provide the simplest kind of educational apparatus, they will mourn over badly taught schools. The true teacher is not content without success, and no person who realizes the importance of the work of the school room will be willing to labor without tools, "to make brick without straw." Good teachers will go where they can find the conveniences and comforts which pertain to their business, and we will retain only those who have no concern except to gather the salary at the end of the school term, and to give in return as little labor as practicable.

The real cause of inefficiency of school work is the miserable condition of School buildings, and the absence of educational apparatus. When these essentials are provided, and teachers have proper encouragement, then the fault will be with the Commissioners or with the system if our schools do not come up to the standard of efficiency which is so earnestly desired. School-houses will cost money; skillful teachers must have remunerative salaries; Supervisors of School work must be paid; the whole work needs liberality, not a parsimonious economy; and if the people do their part with reasonable public spirit, giving freely, they will gather a rich return. But if every dollar of school tax is paid grudgingly, if none who have children, or have property to be improved, are ready to give to build school-houses our work will move on slowly, perhaps at times it will

halt. That these views are correct we are convinced, from the fact that the schools are most efficient, and the system most popular, in those counties which have given most freely to build, furnish and equip school-houses and deal liberally with the teachers.

For several counties local laws were passed authorizing the levy of County School tax by which schools can be kept open the entire school year, and a fund provided for repairs and furnishing school-houses.

The Educational Interests of the Age.

IN the progress of history, humanity has reached a more important epoch than is known to have appeared in connection with the globe it inhabits. In the developments of intelligence, as naturally impelled, it cannot be discovered that any preceding age can claim precedence over the present. In some respects the ancients seem to have possessed knowledge in relation to the arts and sciences that is obsolete at the present time, but in the general application of the term intelligence, the advantage must be conceded to the present period of human history. In connection with this assumed condition, an inquiry relating to our present subject is suggested. Is our educational enterprise commensurate with the general intelligence of the age? Could an affirmative answer be given to this inquiry, it would be highly creditable to our department of scientific and literary development and a high degree of satisfaction would be enjoyed. But no such answer can be recorded. That advances have been effected and improvements introduced, we are warranted in declaring. That the progress of the past quarter of a century has been greater than that of the three quarters preceding it, there can be no doubt. But we cannot say that the present status of the enterprise is equal to the intelligence of the age. It is true that faults are much more readily discovered than either reasons or remedies, and assertions are much more readily made than proved. In the present issue we shall endeavor to present the proof of the declaration we have made, in the reasons we shall adduce. We shall also endeavor to suggest a remedy.

That our intellectual enterprise is not commensurate with the general intelligence of the age, is witnessed in the fact that the greater proportion of the intelligence of the people, as exhibited in the inter-

course of society, is not associated with its equal amount of educational ability and refinement. The evidence of this is afforded daily and hourly, in the intercourse of partially, and in many instances of well, but not perfectly educated persons. Gentlemen and ladies converse very freely upon subjects that relate to science and literature and government in a very unscientific and illiterate manner. We may turn from this general observation to the scientific and literary developments of the schools. And here we find that a large proportion of the intercourse is of the same character as that exhibited in the associations outside. The literature of the schools is not always the literature of intelligence. It is in the intercourse of society that the intelligent character of the schools should be witnessed. It is true that the schoolmaster and schoolmistress, as it is often said, cannot put brains inside of their pupil's heads. But they can cultivate the intellects that are committed to their development. They can teach intelligently and encourage the pupils to learn intelligently. In this way they can remove much of the natural illiteracy and ignorance that appears to be in the way of intellectual progress.

This tracing of the fault to the schools is warranted by the conditions admitted and tolerated by most of the institutions provided for the education of the young. The systems pursued in many of these institutions are more mechanical than intellectual. They cultivate the memory mechanically in the use of mere words, while the substance of the intellect is almost altogether disregarded. Committing words to memory mechanically is not an intellectual exercise. The memory may be crammed full of words and crippled by the cramming, while the intellect may be untouched, or if affected at all, it may be in sharing the cripple the memory has received by the mechanical process to which it has been subjected. There is very little intelligence developed in the mechanical use of words by committing them to memory in their forms without regard to their meaning and application. Properly apprehended and understood in their developments, words become the vehicles of intelligence. They really become intelligence. They can reach the intellect and be converted into intelligence in no other way.

It requires labor to perform the teaching that communicates intelligence. The mere listening to the recitation of the words of the text books is not, and never can be, the teaching of intelligence. It may be an easy process to the indifferent teacher, who may listen without much exertion, or if the indifference be extended, the teacher may affect the listening, while some other and more interesting matters may

occupy the thinking powers. While listening and correcting misstatements, the teacher may accomplish a little, but it will be but a little more than may result from the total absence of all attention and concern in regard to the lesson.

The substance of an intelligent appeal to the mental powers cannot be effectually impressed without close application, and perhaps continued effort. These will be effective upon the most obtuse intellect. The lowest grade of mental power possessed by a pupil must be excited and impelled onward to improvement by the constant and persevering efforts of the teacher. The working of the class interest in the way of attention and study and intelligent memorizing and recitation, is labor as oppressive as that of digging sand or attending or manufacturing machinery. Yet it must be accomplished. The labor must be applied or the result cannot be effected. The teacher's office is no sinecure. He or she that undertakes under such impression, and so intending to work it, may be assured of being most grievously mistaken. If the intellect of the pupil be excited and expanded and improved, the intellect of the teacher must do the work. No mechanical means can accomplish it.

The intellectual interests of the age demand an advance in the intellectual standard of the schools. The lack of intelligence in society is more apparent now than it has ever been. The demand arises from that source In relation to this deficiency the classes of the schools are becoming intelligent. The pupils of the schools are becoming sufficiently sagacious to discover the lack of intelligence in the teaching element. Complaints are issued in reference to the absence of the proper intellectual impression. The work must go forward. The teaching element and the teaching exercise must be improved. When these measures are introduced the results will naturally follow.

The exercise of instruction must correspond with the demand for intelligence. When the demand is fully met by the intelligent demonstration on the part of the teacher the desired purpose will be accomplished. The remedy for the present unintellectual and unsatisfactory pursuit is in the substitution of the intelligent for the mechanical process by which the knowledge of the text books is attempted to be communicated. The knowledge of the text books is in the intelligence contained in the words they contain. There is no intelligence in the forms of words. The intelligence must be drawn forth by the effort to apprehend the meaning of the words by which the substance of the lesson is unfolded.

The true remedy for the evil that appears in the lack of educational ability is in the communication of the intelligence of the text books of the schools, enlarged and improved by the intelligence of the teacher's mind. In the process by which this desirable result is to be accomplished there can be no failure, and both teacher and pupil will be rewarded by the assurance that society will reap the advantages sustained thereby.

Homes for Country Teachers.

ONE of the chief obstacles to securing competent teachers for the strictly rural schools, that is those which are not located in towns or villages, is the difficulty in obtaining proper boarding places, or homes. There are two essentials for a proper home for the country teacher: it must be near to the school house, and it must give those comforts which the very name of home implies. There are considerations which weigh in the mind of an applicant for a teacher's place other than the mere amount of money which he is to receive; and these considerations are generally the weightier the more deserving the applicant. The sordid mind counts only dollars, but the sordid mind does not belong to the true teacher. The first question usually propounded when overtures are made to the capable man, can I get *comfortable* board *near* the school house? To the liberal mind, money is worth only what it will buy; it possesses no excellence in itself. Unfortunately there are situations where money will not purchase, and there is not sufficient liberality to give, what the teacher asks in the way of a home. Those who have mingled much with teachers know that love of money is not one of their foibles: and if it were, all know that there is little opportunity for its indulgence, for like the clergy and all the benefactors of the human race they are notoriously very poor. This question is constantly recurring, why do they continue to teach? I am forced almost to believe that they are afflicted with a madness—with the divine rage of *knowing*, and he who learns merely to know is driven by the fury which possesses him to teach what he knows.

But to return from this digression. I have said there are two requisites for a proper home for the teacher. The first in importance is, that it should afford him the comforts of life. Now this term comfort is a relative one. What the ascetic calls ease, the Sybarite would would deem torture: what the poor negro would call luxury, the rich

banker would call squalor. Therefore we must measure the meaning of the term by that rule which is the standard of the class to which it may be applied. A teacher is presumably a person of some culture, drawn from that portion of the people above the lowest in the social scale. In fact he is one possessed of the habits and tastes of those we are accustomed to call ladies or gentlemen. The very impulse which has led him to adopt this calling, indicates that the exercise of the higher faculties are more congenial than is that of the lower. Time has been required to fit him for his duties, and his training has served to refine as well as sharpen his mind. The intellectual part of his nature has been developed, if not at the expense, at least to the neglect of the purely animal. Hence for his comfort, there are needs to be supplied, which are not felt by coarser natures. He does not demand all the elegancies with which wealth loves to surround itself, but he does ask that he shall not be consigned to a pauper's garret, and be put off with a beggar's crust. Or if this seems extravagant, he asks that he who has the training of children shall not have the same domestic accomdations as he who has the breaking of oxen. Yet the tacit, if not the expressed, opinions of most of the patrons (I use this word with reference to its ultimate etymological meaning, the *fathers* of the children, and not with reference to any special protection, countenance or support—patronage, of those who enjoy the privilege of sending pupils) of our country schools, are that the school teacher ought to be satisfied if he be allowed to share the coarse fare, the hard bed, and cheerless room which is accorded to the hired man of rougher mould, who follows the plough, or swings the axe. Indeed it is often considered so much a favor to receive a teacher into a family, that he or she is made to feel that he is eating the bread of charity, rather than that he is sitting a welcome guest at the board of hospitality, or that he is receiving what is justly his due for which he pays not in lawful currency only, but in milled money from the mint of mind. The reader will pardon the alliteration.

The second requisite for a proper home for a teacher is that it shall be near to the school house. This necessity restricts the number of available places for boarding to a very few. I of course refer to country schools. But few farm houses can be near to the school houses. If the owners of these should decline to receive the teacher into their families, he must either consent to make his home at a long distance from the school or abandon it entirely. The consequences to schools thus circumstanced are apparent. The competent, and well qualified teacher can select his own locality in which to teach. Merit in school

teachers is not so abounding, that it can be found at every cross-roads. Qualified and zealous teachers are scarcer than any others but school officers imagine. I do not know that I should speak extravagantly if I were to say that *ten men fitted for Congress can be found while searching for one good teacher.* He who can secure a school where he pleases, is deterred from accepting a situation where it will be required of him to walk a long distance through summer's heat and winter's cold, through wind, rain and snow, or what is worse than either to the cultivated man—*befouling mud*, to reach his school-house; and he will of course go where domicile and work shop, home and school-house are so approximated that he may not only perform his task faithfully by giving constant, every day attendance, but may do it without sacrificing so much of comfort as to make that task distasteful, if not absolutely odious. The teacher must be at school every day. Scholars may remain at home when fond, foolish, or selfish parents think it too hot, or too cold—too wet or too dry—too foul or—must it be said—too fair, for their dear or useful children to leave home. Yes,—the weather may actually be too good for school purposes. If the parent be rich, the fair weather is for enjoying the country sports of hunting or fishing, or driving to the county town: if the parent be poor the fair weather must be economized—*saved*, (forsooth) by devoting it to work. But whatever may be the condition of the skies, the teacher must be at his post, or else his absence for one day will furnish excuses for absences of pupils, for many days, and set loose a score of tongues complaining of his loss of time. It is a very singular phenomenon that those persons who are the greatest economists of the teacher's time, are often the most profuse of that of their children. They make the greatest noise when a day is lost by the teacher, whose children mark lowest in the column of daily attendance upon the school register. Let me here relate an anecdote somewhat *a propos* of a most excellent and worthy neighbor of mine, who really is a friend of schools, but who is remiss in sending his children. He was very loud in his protestations against moving the school house to a more desirable locality, though somewhat farther from him, but another neighbor silenced him, at least for the time, by saying—"Oh, Ned—never mind! as I shall be near the school-house, if you don't send your children more frequently to school hereafter than you have done heretofore, I will board them free of charge, for it will cost me nothing!"

But I must refer to a certain class of our teachers. Complaints are constantly made that our county school teachers are usually persons poorly qualified to fill the positions they hold. Granting that the

complaints have grounds, (but this is a concession which the writer is not willing to make, having in remembrance the corps of efficient men and women of the schools of his own county,) may not one great cause of this deficiency in the body of county school teachers be this very difficulty of obtaining suitable homes. Experience has taught or is teaching all school officers, that women make the best instructors for the class of children which is found in our rural schools—that is to say, small children, from 6 to 12 years of age. Certain it is that we can get a better teacher for the same money from among the women than from among the men. But what young woman, refined she must be, a lady, in common parlance, can consent to occupy the bare and dreary chamber usually assigned to the teacher, (and possibly share it with the house girl,) to partake of the fare which only the vigorous digestion and robust health of the ploughboy renders harmless to him, and which is certainly repulsive, even if innocuous, to the delicate stomach of a woman whose sedentary life and mental labors serve to render her more susceptible to injurious impressions than others of her sex? What young woman, except under dire necessity, such as rarely or never comes to one who is fitted for the place of schoolmistress, will consent to trudge weary miles through dirt less tolerable than the inclemencies of winter's snows and summer heats, from a cheerless home to a school-house yet more cheerless perhaps? What young woman at all fitted to teach but must recoil from intimate association with families without refinement, without culture, and as inappreciative of her mental and moral worth as the very cattle which they drive afield? The worn and jaded teacher comes home harrassed by the petty annoyances of the day, and instead of a clean, bright hearth, an inviting tea-table, with its white cloth and hissing urn, cheerful smiles and hearty greetings, finds the smouldering embers in a smoking stove, a reeking coffee pot, beside a greasy dish, upon a greasier table, presided over by a sullen housewife and a silent husbandman. Should there be any wonder that our common school teachers of the country should be so poorly qualified? Who would teach under such circumstances that could yield a broom, or stand to the washtub?

We may establish our Normal Schools, we may raise higher the standards of proficiency, we may conduct our examinations with rigor, we may increase our salaries, we may laud the profession of teacher to nausea,—but unless we show a sympathy for him by providing for his wants, not those common animal wants of food and shelter, but those higher needs, which are quite as clamorous to be

supplied, the comforts of a pleasant home,—we shall fail to draw into our ranks those very men and women whose services we most require —the cultivated and refined—and we shall have to content ourselves with teachers as rude and coarse as are their domestic surroundings.

The Periodic Law in Education.

WE have been favored by the following extracts of a lecture by Rev. Geo. A. Leakin, of this city, who, after some years of investigation, maintains the universality of the Periodic Law, and is now preparing the materials for a book which will furnish the grounds of his conviction: He thus introduces his subject: "A principal deduced from a number of facts reflects increased light not only on the facts themselves, but on others of a similar kind hitherto unnoticed. The ascending dew borne by the wind is condensed upon the mountains, trickles down the glad vallies, and returns to deepen and clarify the very lake whence it emanated—an invisible cycle for ages undetected. The Law of Gravitation applied by Newton to the Planets revealed a beautiful system which led to the more exact measurement of Longitudes, thus giving increased security to commerce; and so the extension of Periodicity into a new field elevates the common laws of life, and discovers relationship hitherto unknown."

In this universality the Science of Education attains an increased interest and importance. "A worthy teacher of large experience, stated that in every eight years his school became so reduced as to threaten its failure, but, by steady continuance, its prosperity as regularly returned. How encouraging this law to every one depending on numbers for support. It is as the regulator in mechanical motion. The faithful laborer cannot miss the Nadir of depression or the zenith of prosperity. Every business or profession, properly conducted, is held by two opposing forces, and it approximates or recedes from its central sun, thus giving the alternations of summer and winter. At evening time it shall be light."

"Fortune, you say, flies from us. She but circles,
Like the fleet sea-bird, round the fowler's skiff;
Lost in the mist one moment—and the next,
Brushing the white sail with her whiter wing, as if to court the aim—
Experience watches, and has her on the wheel."

"The mind's capacity is like that of the phial. Fill it and the superfluity is lost; but besides this wastage the mind itself is inured by the pressure, and even when the educator has graduated instruction to various capacities, he must anticipate a Periodic contraction and expansion of the mind itself, so that the lesson easily mastered, now becomes unmanageable. This remarkable change is often explained by physical causes, as desks, ventilation without reference to this Periodic mental law. But we must further consider the *moral* condition. A scholar under the best instruction excels his class-mates. The teacher and parents are greatly encouraged. They praise him as a model of excellence; but how soon has the tree withered! Attention is lost, and the once animated scholar droops into listlessness. Science detects disease in the invisible spores or trichinæ; cannot science detect *moral* deficiencies wasting the memory and thwarting the best devised educational system? are not moral epidemics as periodic as physical? This mental and moral cycle demands the study of the thoughtful educator.

In an essay on "Unconscious Influence," Rev. Dr. Huntington asks: "Is it certain that the dark days at schools are totally inexplicable phenomena and inevitable?" And he believes "That whenever Physiology and Psychycology shall come to be as exactly understood as the mathematical relations of astronomy, these freaks of temperament may be as confidently predicted as an eclipse of the sun;" and he further asks: "Is not temptation itself subject to spiritual laws, which we may hope more and more to comprehend as we descend into deeper fellowship with Him who hath put all things under his feet?"

These new and high thoughts are the harbingers of a day dawn on the field of education, and with the intention of resuming this interesting subject, and inviting any communications from those interested, (and what teacher is not?) we conclude with Professor Henry, that "The laws which govern the growth and operation of the human mind, are as definite, and as general in their application, as those which apply to the material universe; and it is evident that a true system of education must be based upon a knowledge and application of these laws."

☞ The sweetest word in our language is LOVE. The greatest word in our language is GOD. The word expressing the shortest time is NOW. The three make the greatest and the sweetest duty man can perform.

The State Board of Education and the Mandamus Case vs. the Board of School Commissioners of the city of Baltimore.

THE following we copy from the *Baltimore Gazette*, believing it to be of general interest to our readers, and because it gives, in a condensed and official form, the points of the controversy. The city schools are certainly benefited by securing the admirable series of Wilson's Readers, which are justly so popular in the counties, and are extensively used in the schools and families of every section of the United States:

To the Editors of the Baltimore Gazette:

The decision of the Court of Appeals in the case between the Board of School Commissioners of Baltimore city and the State Board of Education, has occasioned some inquiry relative to the principles and facts involved. These have been presented to the public in such varied forms that a plain statement seems to be proper.

The decision does not affect the supervision of schools, or in any respect interfere with the appointment or duties of City School Commissioners. It leaves with the Board all the authority it has heretofore possessed, except in the matter of selecting text books.

There was but one point in controversy, and that does not now exist, the School Board of the city having complied with the order of the court by adopting the State series of text books, and the State Board having enlarged its series, so as to include all the text books now used in the city schools, excepting the McGuffey's series of readers, thus preventing confusion in school work, and saving the tax-payers from all unnecessary expense, the cost of text books and stationery amounting annually to a large sum.

The facts which led to the *mandamus* suit are as follows:

In 1865, before the State Board began to discharge the duty required by law of selecting a uniform series of text books to be used in all the schools of the State, they asked a conference with the City Board.

The committee called at the office of the State Superintendent May 30th, but declined to discuss the subject of text books, the President at the same time giving the assurance that the action was not designed as a discourtesy to the State authorities, but because they considered the City Board to be under the control of the Mayor and City Council.

The State Board proceeded into duties under the law and selected a series of text books, taking all of the principal text books then on the

city list, being chiefly anxious about primary and grammar schools, including the readers, arithmetics and geographies, thus saving the city from expense should the State list be adopted. The State Board had an assurance that Wilson's series of readers, then in use in the city schools, were very acceptable to the City School Commissioners, and after a full examination of the books adopted them.

The school work in the city and State proceeded pleasantly until March, 1866, when the book controversy was opened by the City Board, and the McGuffey's series of readers adopted. The State Board considering this action contrary to law referred the question to the courts, and a decision has been given which affirms the authority of the State Board to select text books, and replaces Wilson's readers in the city schools, where they had been satisfactorily used for several years, as evidenced by the following letters submitted to the State Board by the agent of Wilson's readers.

LETTERS PRESENTED TO THE STATE BOARD OF EDUCATION.

BALTIMORE, July 10, 1865.

Geo. W. Cooper:

DEAR SIR:—In reply to your inquiry of this date, as to whether we do not consider it desirable that Wilson's readers should be retained in our city schools, we reply:

That Wilson's readers were adopted by the Board of School Commissioners, after a careful examination and a firm conviction of their superior merits. We are still of the same opinion, and believe that a change is undesirable at the presnt time.

Very respectfully,

THOMAS I. PITT,
WM. C. ARTHUR,
J. H. COX,
JNO. F. PLUMMER,
Text Book Com.

OFFICE OF COMMISSIONERS OF PUBLIC SCHOOLS,
Baltimore, July 13th, 1865.

Geo. W. Cooper:

DEAR SIR:—You ask me to express my opinion of Wilson's readers, which I will try to do in a few words. I visit and examine all the grammar and primary schools of our city, in all of which Wilson's readers are used. I have intercourse with all the teachers and all the classes, and my experience is that Wilson's readers are better adapted to the intelligent system of instruction which we are endeavoring to render general throughout all our schools than any other series. My observation is extended over the labor of the teachers in their classes,

and the success of the readers with the pupil is undoubted. The style of reading developed is a decided improvement upon any heretofore produced.

Respectfully,
J. N. M'JILTON,

I fully concur in the above opinion.

J. A. MORGAN.

It should be remembered that the State Board of Education consists of the Governor, Lieutenant Governor, Speaker of the House of Delegates, in addition to the State Superintendent, and therefore the latter has but a single voice in a Board composed of gentlemen who, from their high official position, may very properly be entrusted with the duty of selecting text books, and prudently guarding the interests of education among the people.

The city schools have their own Superintendent, a gentleman of energy and ability, under whose faithful guidance they will continue to prosper. and with whose duties there is no desire nor intention to interfere.

[Signed,]
L. VAN BOKKELEN,
State Superintendent Public Instruction.

BALTIMORE, March 18th, 1867.

History of Maryland for Schools.

THIS little volume, edited, as we understand, by Rev. Dr. ETHAN ALLEN, of Baltimore, is full of valuable information, presented in an attractive and interesting manner. The text is divided into short sections, and questions are placed at the foot of each page to aid the pupil in preparing for recitation. There are numerous wood cuts, many portraits of distinguished citizens of the olden time, and the whole rendered attractive by good type and paper. The book has been placed upon the list of text books for the Public Schools, in which it ought to be universally used, for nothing is more important than that children should be acquainted with the history of their own State. Instead of devoting time to the study of Histories of Greece and Rome, it is more sensible to learn the incidents which concern our own ancestors—the pilgrims who settled the terra Mariæ.

Appended to this History are brief biographies of eminent Statesmen, Philanthropists, Military and Naval Heroes, among which are names of which Maryland is justly proud.

The omission of the biography of H. Winter Davis, from the second edition, we suppose was suggested by the fact that his death was of too recent a date to entitle him to a place among historic characters, or because the State Board of Education thought that it gave the little volume, which otherwise is most unexceptionable, somewhat of a partizan cast. We advise every family to purchase the book, and hope to hear of its use in all private as well as Public Schools.

Henry Barnard, LL. D.

THE name of Dr. Barnard, which has been prominently before the world during the past twenty-five years, is now associated with the educational interests of our country in their highest development. As one of the most active co-laborers in the effort to secure the establishment, by Congress, of a National Bureau of Education at Washington, when such institution was ordered, it was but natural that he should be designated as its chief. To no one person is the country indebted for this important advance in the great cause of education, in a greater degree, than it is to Dr. Barnard. Nor is there any other educational gentleman in the country that could bring into the service a more extended experience in the management and supervision of such an enterprise.

Dr. Barnard's career as an educationist commenced in the year 1837. Since that period he has occupied important positions, and performed important services to the cause. His first official relation to the educational enterprise was in the capacity of Secretary to a commission ordered by the Legislature of Connecticut. In the pursuit of his labors on behalf of the commission, he became interested in the cause, and was induced to commence the publication of the "Connecticut Common School Journal," a periodical that received the patronage of the Legislature, and prepared the way for the success that was afterwards secured for the common schools of the State.

As Superintendent of the common schools of the States of Rhode Island and Connecticut, and Chancellor of the University of Wisconsin, Dr. Barnard has accomplished a most extensive service for the educational interests of our country. Incorporated into this service is the large experience attained in travel, and in the examination of the public schools, both of our own country and Europe. During the last two

years Dr. Barnard has held the position of President of St. John's College, Annapolis; and, in a report submitted to the Executive Committee of the Visitors and Governor of that ancient Institution, presented a plan for reorganization, which, if adopted, will secure to Maryland a College of the highest order. It is to be regretted that the author of a plan so wise and comprehensive will not remain among us to give the aid of his judicious administration.

While Dr. Barnard has contributed many valuable volumes to our Educational Literature, his principal work is the "American Journal of Education," a quarterly established by him in 1856. This is an Educational Encyclopedia, and ranks among those books which ought to be found in every library. These writings, added to his indefatigable labors in the cause of popular education, entitle Dr. Barnard to a place in the highest rank of Educational men. He has earned by his devotion to the cause, and active labors, the high position to which he has been appointed. We bespeak for him the co-operation of all the educators of the country, and hope he may secure their services in working his department to eminent success.

Spelling Battle.

THE young ladies of Grammar School, No. 2, challenged the young gentlemen of Grammar School No. 1, District No. 1, Washington county, to a battle in spelling.

It was agreed that the pupils should assemble in the school room of No. 2, on the 24th of December. A class, of ten from each school, was selected to do the spelling, when it was agreed that the words should be given out by the teachers from page 72 to page 92, Sargent's Pronouncing Speller, embracing thirteen hundred words, and the unfortunate scholar who mis-spelled *one word* should be considered dead, and retire from the fight.

This arrangement being agreed upon, the battle was commenced at 2 o'clock, P. M., and lasted over three hours. At the conclusion it was considered a draw fight; there being five on each side surviving, having spelled correctly thirteen hundred words.

We call this good spelling, and it reflects credit both upon teachers and scholars. There was no one in either class over fifteen years of age, and one of the victorious champions was a little boy nine years old.

Some teachers think it very hard when upon examination they are required to spell fifty words, with a margin of five for mistakes.

Memory.

Among the many matters crowded out of this number of our Journal, is the first of a series of practical articles on memory and its improvement, which will commend themselves to the special notice of teachers; and which will, for practical test in the school room, be furnished to teachers in sheets.

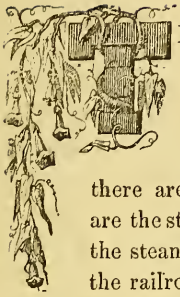
The Masonic Review.—The fraternity of our State have long felt the need of a Masonic organ. That want has been supplied through the enterprising firm of Bros. Wm. H. Richardson and J. B. Rose, who issue a royal quarto of sixteen pages, bearing the above title. It is edited by Bros. P. G. M. John N. McJilton, P. G. M. C H. Ohr and G. Chaplain John McCron. Three such brilliant Masonic lights are rarely ever found in an editorial trio, and we deem this announcement sufficient to cause every brother who has the good of Masonry at heart to at once subscribe for the *Review*. It is finely illustrated, and contains memoirs of the most prominent Masons of our State. We wish it a long and profitable future. Terms $4.00 per year. Published at No. 5 S. Calvert street, Baltimore.

"Hints to Teachers—prepared for the teachers of Public Schools of Frederick county"—by Dr. L. H. Steiner, President, is a *multum in parvo* calculated to be of great service to all concerned. After enumerating briefly what the teachers should strive to do, the eight page pamphlet concludes with the following pointed remarks:

"Some may say how can we accomplish this? We despair of realizing such a conception of teaching. To which the answer is, it is your duty to try. If you cannot find pleasure in leading young minds into fresh fields of knowledge day by day, and in honest effort to make attractive the subjects you are expected to teach; if you are willing to lapse into the mechanical ideas of teaching that obtained, at one time all through our land, it were far better for you to select some other pursuit, and give up an occupation for which you are not fitted. "*A school without life in the teacher is an engine with no steam in the boiler.* For such teachers there should be no place in the Public Schools. This is an active, energetic age; the schoolmaster must move *with* it, and impart enthusiasm to the young minds placed under his charge, or else give place to others who are more anxious to fill the full measure of this duty."

Who has proved himself a public benefactor by planting a tree or two near a school house. Who will do so this year?

Educators.



THOSE creations are not alone educators that rule in our colleges, academies, and school-houses. The living human teacher is not the only teacher. Nature is a teacher, and we are taught thereby to "look through Nature up to Nature's God." Yet there are triumphs of human genius which educate. Such are the stupendous architectural works of all ages. Such are the steamboats, the steam engines, the magnetic telegraphs, the railroads of our day. Such an educator we have passing through our State in the shape of the Baltimore and Ohio Railroad! And it is not, therefore, foreign to the scope of this journal to notice this fact.

What man is there, however uncultivated, with a spark of reasoning faculty, that can observe the majestic curves, the planes, inclines, levels, tunnels, viaducts, and bridges of this road, with innumerable trains running with marvellous precision, and passing each other at given times and places, who will not instinctively be led to inquire how has all this been accomplished, and will be prepared to admire sciences which have enabled men to accomplish such marvellous triumphs. To feel, moreover, that *mind*—cultivated mind—has done all this, and that the mind, however vigorous when uncultivated by science, would be powerless, or is powerless.

Without education—cultivated intellect—our country would yet be groping in the darkness of barbarism. Hence we have reason to thank the men of enterprise who conceived, and who still carry on among us this great work, to educate the masses, for we yet have among us those who need to be educated by all appliances, and we place the Baltimore and Ohio Railroad high on the list of our prominent State Educators!

Work for All.—There are said to be in the State of Maryland 70,000 children who do not attend Sunday School. Also thousands of legal age who do not attend *any* school. Of the *parents* in the State, 35,000 are computed irreligious. Of these 10,000 are rum sellers. Missionaries are wanted to labor among the enemies of all schools, and of all moral progress.

☞ Mental wealth—knowledge—unlike material wealth, is not diminished by giving it away.

Commencement of the State Normal School.

THE Second Annual Commencement of the State Normal School was held in the Front street Theatre, Baltimore, on the evening of the fourth of April. The Theatre was filled to its utmost capacity with an intelligent and appreciative audience: there being more than two thousand persons present, many of whom were friends and relatives of the graduates. All the students (ninety in number) were seated on the stage; and, as the young ladies were all dressed in white, with no ornaments but natural flowers, the effect, when the curtain rose, was striking and picturesque. On the stage were also the members of the State Board of Education (with the exception of the Governor), members of the City Council, Commissioners of Public Schools in the city and the various counties, Professors of the High Schools and of the State Agricultural College, and eminent literary and professional gentlemen.

The reading by the graduates was easy, natural, and pleasing: though never rising above the pitch of ordinary conversation, it was heard distinctly in the most distant parts of the house. If we were sure they would give as much pleasure in reading, as they did in listening to them, we could be tempted to print one in our next number.

Dr. Van Bokkelen addressed the graduates on the responsible duties to which they were called, and after conferring on them the diplomas to which they were entitled, solemnly commended them to the divine protection, and invoked the blessing of the Almighty to rest upon them. This part of the ceremony was solemn and impressive. He was followed by Reverdy Johnson, Jr., Esq., in a brief but eloquent address to the graduates; and Lieutenant Governor Cox in an address to the audience, in which he took occasion to defend the Public School System, and to show that he is what he has ever been—a true friend of popular education.

The following is a list of the graduates arranged alphabetically:

Teachers of Grammar Schools.—Allen, Lucy C., Virginia; Conser, Virginia M., Baltimore city; Dew, Robert H., Baltimore city; Godfrey, Ellen C., Worcester county; Harris, Harriet, Cecil county; McCullough, Maria, Baltimore county; Newell, Mary C., Baltimore city; Smith, Maggie B., Baltimore city; White, Harriet M., Baltimore city.

Teachers of Primary Schools.—Cline, Rebecca, Baltimore city; Christhilf, Sarah C., Baltimore city; Christie, Mary J., Cecil county; Downs, Angie W., Queen Anne county; Dushane, Clara C., Baltimore city; Farquharson, Helen, Caroline county; Frey, Mary

L., Baltimore city; Gamble, Sallie H., Cecil county; Gavet, Isabel, Baltimore city; Gay, Clara, Cecil county; Green, Annie E., Montgomery county; Lawrenson, Maggie H., Baltimore city; Loane, Eliza R., Baltimore city; Martin, Susan S , Prince George county; Miller, Emma Kate, Baltimore city; McMahan, John B., Talbot county; McCall, Emma J., Cecil county; Nicholson, Annie, Baltimore city; Nicholson, Fannie, Baltimore city; Ranels, Mary A., Washington county; Redmond, Millie, Anne Arundel county; Reed, Mary Laura, Baltimore city; Riall, Kate, Baltimore city; Slaughter, Sallie N., Queen Anne county; Stiltz, Lizzie E., Baltimore county; Tharpe, Pauline De Waele, Talbot county; Wagner, Maria L., Baltimore city; White, Walker W., Baltimore city.

Map Drawing.

MONTGOMERY COUNTY.

Mr. Editor:

Being desirous to offer some assistance towards promoting the noble object for which your new Journal is about being established, I feel that I can now make no worthier contribution than by simply referring you and your readers to Horace Mann's Report on "Education in Europe." During an experience of more than twenty years in practical teaching, while anxious to read every work that came in my reach which might be of value in promoting the cause, I never came upon anything that gave me as many useful ideas in regard to my work, as the little volume now lying open before me.

As an example of the nature of these practical hints, I propose to extract a few lines describing the manner of teaching Geography as the writer saw it practised in a school in Germany.

"The teacher stood by the blackboard, with the chalk in his hand. After casting his eye over the class to see that all were ready, he struck at the middle of the board. With a rapidity of hand which my eye could hardily follow, he made a series of those short, divergent lines, or shadings, employed by map-engravers to represent a chain of mountains. He had scarcely turned an angle, or shot off a spur, when the scholars began to cry out "Carpathian mountains, Hungary," "Black Forest mountains, Wurtemburg," and so on.

In less than half minute a map was presented to view, beautifully executed. A dozen crinkling strokes, made in the twinkling of an eye, represented the rivers; while the children, almost as eager and excited as though they had seen the torrents dashing down the mountain side, cried out "Danube," "Vistula," "Elbe," &c., &c.

Then a succession of small taps, and a number of dots along the margin of the rivers, when the shout of "Vienna—Prague—Dresden," &c., struck my ear. After a few more strokes and flourishes, the children became as much excited as though they had been present at a world making. They flung out their hands, their eyes kindled, and their voices became almost vociferous, as they cried out the names of the different places, which, under the magic of the teachers crayon, rose into view."

Now, Mr. Editor, I met with this description, and, though wholly destitute of any talent for drawing, proceeded to put it into practice in my school. Every morning, for fourteen years, the first school exercise consisted in these map-drawings on the blackboard. Commencing with our own neighborhood, (sometimes with a rough drawing of the school-house and playgrounds,) we proceeded to a map of the county, the State, then the several States of our country, and of the world. The scholars, large and small, made copies in the afternoon, reviewed the lesson in concert on the following morning, and each, in succession, drew a map before the school on the blackboard previous to the new lesson being laid down for the day.

My pupils who have become teachers have put this method into practice from Montgomery county to Iowa; and the beneficial influence thus exerted in promoting the beautiful study of Geography, has been such that I desire to make this reference to the source from which it was derived.

I think you may be able to make several other useful extracts from this report of Mr. Mann.

AN OLD TEACHER.

THE FIRST ANNUAL REPORT OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION—of which the Legislature, with an enlightened liberality, ordered 20,000 copies to be printed, is now before the public, and wherever read will make a favorable impression. It is voluminous and exhaustive, and we need only refer to it, and beg all who possibly can to peruse it. Inasmuch as, however, these pages may come into the hands of some before they have the opportunity of reading the report in full, we wish specially to call attention to the following brief abstract, in addition to what is given in a preceding article from the report in reference to an Educational Journal.

There are many hints in the report for articles which may appear in future numbers of this Journal.

There are in the State, out of Baltimore city, 1400 school districts, 1219 school-houses. Number of teachers, 1533. Average number of children attending school, 43,750. Total number of different children, 64,793. The whole white school going population, 95,000, of which two-thirds depend upon the Public Schools. Legislative enactment needed to build school-houses.

In Baltimore city, whole number of schools, 88. Teachers, 411. Total number of different pupils enrolled, 29,078. Average number of pupils enrolled, 18,307. Average attendance, 14,461. Number of school-houses, 38. Value of school property $492,644.

The subjects discussed are school supervision, plans for improvement of teachers, teachers' institutes, teachers' associations, State Normal school, homes for teachers, text books, school libraries, Educational Journal, school-houses, school funds, irregular attendance of pupils, how can it be remedied? academies and high schools, State Colleges, Maryland Agricultural College, Maryland young men at college in other states, Maryland Institute schools, graded schools, vocal music, drawing and calisthenics, travels of the Superintendent, private academies and schools, amendments to the school law, school legislation, school revenues, German schools, floating school, repeal of the tax to create a permanent school fund, schools for colored children, reports of the Presidents of the County School Boards, comparative cost of schools and courts, &c.

The entire report, including tables, &c., occupies about 300 pages.

Various pithy extracts from the report will appear in the next number of this Journal.

Boys! what do you think of that? Many publications intended for young folks to read are for the most part filled with all sorts of vapid, idle, and silly tales, riddles and stale anecdotes. The boy is father to the man. Do you think if you acquire a taste for only *such* things, you will ever rise to prominent position in the world? But you say boys will be boys, and a little nonsense now and then is relished by the wisest men. Ah! well, boys, *read;* but have a care *what* you read!

A Weighty Wish.—Would that our rulers, in the measures they adopt to secure the good order and peace of the country, put more faith in the Acts of the Apostles than in Acts of Congress, in Bibles than in bayonets, in teachers than in policemen, in schools than in jails and courts of justice!

Amendment to the School Law.

AT a session of the General Assembly of Maryland, begun and held at the city of Annapolis, on the first Wednesday of January, being the second day of said month, in the year of our Lord, one thousand eight hundred and sixty-seven, and ended on the twenty-third day of March in the same year, His Excellency, THOMAS SWANN, Governor, among others, the following Law was enacted, to wit:

AN ACT to repeal Section Four of Chapter Three of the Act of eighteen hundred and sixty-five, Chapter One Hundred and Sixty, entitled "School House Sites," and Section One of Chapter One, entitled "Sources of Income," of the Act of eighteen hundred and sixty, entitled An Act to add a new section to the Code of Public General Laws to be entitled, Public Instruction, providing a uniform system of Free Public Schools for the State of Maryland and to repeal all existing laws inconsistent therewith and to re-enact the same with amendments.

SECTION 1. *Be it enacted by the General Assembly of Maryland,* That Section Four of Chapter Three of the Act of eighteen hundred and sixty-five, Chapter One Hundred and Sixty, entitled "School House Sites," and Section One of Chapter One, entitled "Sources of Income," of the Act of eighteen hundred and sixty-five, Chapter One Hundred and Sixty, entitled An Act to add a new article to the Code of Public General Law to be entitled Public Instruction, providing a uniform system of Free Public Schools for the State of Maryland, and to repeal all existing laws inconsistent therewith, be and the same are hereby repealed, and re-enacted to read as follows:

SEC. 2. *And be it enacted,* That in all cases when School House Sites are thus purchased or condemned, the cost thereof shall be paid by the School Commissioners as other public school property is paid for, and in cases where new School Houses are required to be erected, and where a public school fund existed prior to January, 1865, they may at their discretion, pay out of said fund, in whole or in part, the cost of such building, on the condition however, that the interest of the amount so paid over shall be charged to the annual account of the school or schools occupying the building or school house erected in the manner aforesaid.

SEC. 3. *And be it enacted,* That a State Tax of fifteen cents on each one hundred dollars of taxable property throughout the State, shall be levied annually for the support of the Free Public Schools, which tax shall be collected at the same time and by the same agent as the general State levy; and shall be paid into the Treasury of the State,

to be distributed by the Treasurer to the Board of School Commissioners of the City of Baltimore and the several counties in proportion to their respetive population between the ages of five and twenty years; but nothing herein contained shall be so construed as to prevent the County Commissioners of the several counties of the State from levying and collecting in the same manner any additional taxes for the building of School Houses, or for paying for such School Houses as have been built since January, 1865, in any School District or sub-district within the State; *Provided*, a majority of the votes, in such district or sub-district shall so determine and require by a majority of its voters at either a regular or special election held for the purpose, of which election, a notice of at least fifteen days, shall be given by the President of the Board of School Commissioners of the county or the President of the Board of County Commissioners.

Sec. 4. *And be it enacted*, That this Act shall take effect from the date of its passage.

Louisiana.—Education of the Freedmen.—The Council has met the unavoidable question of educating the colored population by reporting an ordinance constituting separate school departments for that purpose. It appropriates $50,000 from the treasury, thereby annulling any distinction between white and colored. With this, we think, all parties should be satisfied. The separation of the races will prevent any collisions when we so much need harmony, while the concession of a common interest in the revenues arising from a common taxation will convince the colored race that they will, in all things, receive a fair share of their own contributions. We do not hesitate to say that we regard the education of the freedmen of the utmost importance to society. If he is to vote, let him vote intelligently. If he is to be a witness and a juror, qualify him with a knowledge of the value of truth and the nature of title. If he be destined for a laborer, so improve his capacity as that he will produce more value for the State than the mere brute force of a mule. An immense proportion of new suffrage is to be added to our own. It must, like the turbid waters of our own great river, be filtered of its sediment before it can be used with safety to the public health. If the small-pox should appear among our colored population we should vaccinate them at once. If the infection of vice and ignorance prevails among them, it is of the same importance to prevent its diffusiou. We must inoculate the mind and morals of the freedmen, that our lives, property and social safety may be thereby insured against the contagion.—*New Orleans Bulletin.*

Nobody but God!

SAID a parent to a child about leaving home to battle with the world: "So then as you are not a Mason or an Odd-Fellow, and have no such helps to advance your interests among strangers, you will have nobody but God to help you." Nobody but God! What an expression! as if there were no such words in the Bible as these.—"If God be for us, who CAN be against us?"—Is it not He who sways men's minds and ordains all things. "He who sees with equal eye as Lord of all, an empire or a sparrow fall;" or, as another has it, "There is a Divinity which shapes our ends, rough-hew them as we may." Nobody but God! Oh, my soul, rejoice that thou hast no one but God to help thee! Rejoice if thou hast put thy trust in him. All human instrumentalities or associations are powerless to help thee without the help of God. "Trust in God at all times, ye people, pour out your heart before Him."

An irreverent jester, relating an incident of the upsetting of a wagon, when the driver called on God to help him, said "Better call on one of the men!" And so it is; what a forgetfulness of God on all sides. How prone we all are to trust to human help, forgetful that God is all powerful, and has *promised* to help those who call upon Him in sincerity. The absence of help is but too often evidence of the absence of faith. God is everywhere, except "in the thoughts of the wicked."

Associations founded by human wisdom are broken rods to lean upon—broken cisterns to drink from. The church of the living God should be the only true Freemasonry to depend upon; and although we find many good christians members of these Orders, it may possibly by some be questioned whether in the sight of God they are wisely so, and whether the money spent to force men to be *moral*, had not better be spent in the church to draw men to be *religious*.

FREEDMEN'S SCHOOLS IN MARYLAND.—In Maryland the schools for freedmen, mainly under the patronage of the American Union Commission, and conducted by the Baltimore branch, are still doing well.

Among the most advanced schools we have are those in the city of Baltimore.

The Society of Friends are continuing their efforts, and the private schools of the colored people show a laudable ambition to be self-supporting.

Baltimore County Public Schools.

THE School Commissioners of the county held their regular meetings at the County Buildings, 21 N. Calvert street, Baltimore, on Wednesday and Thursday, 17th and 18th of April.

Under the present school law, appointments of teachers made by the individual commissioners have to be confirmed by the Board at its regular meetings. Nearly all of the appointments made during the term were ratified.

The Commissioners' Report indicated a very encouraging exhibit of the condition of the schools, and an increase in the attendance of children. There were 102 schools in operation and 142 principals and assistants employed. The number of boys attending schools was 3432; number of girls, 1988; total 5420. This is the largest number that has ever attended at any one term, and nearly 200 in excess of the corresponding term last year. The total cost of schools, including teachers' salaries, incidental expenses and repairs was $5234.19. The number of children attending the schools during the term who were exempted from paying for the use of books, was 1127, being more than one-fifth of the whole number on the Registers.

There are three schools in the county numbering over 105 pupils. They are located at Canton, the Three Mills on the Frederick Road, and at the first toll gate on the Hookstown Road, and successfully conducted by Mr. Kenney, Mr. Hollingshead and Mrs. Soper.

The Baltimore County Teachers' Association met Friday and Saturday, April 26 and 27. The attendance was large and the exercises interesting. Among the lecturers was Prof. Shattuck, who represents the admirable system of Penmanship by Payson, Dunton & Scribner now used in the schools of the State. He illustrated the correct method of instruction in this important art.

COLORED EDUCATION IN THE UNITED STATES.—At the recent dedication of an educational building for colored people in Washington, General Howard stated that there were 12,000 colored schools in the United States, and 458 colored teachers. Of these schools, 623 were sustained wholly or in part by the freedmen themselves. He was trustee of the Freedmen's Trust Company in Washington city, and could say that there had been deposited in that bank by the freedmen themselves, in the past year, upwards of $1,000,000.

Public Schools of Frederick County.

During the spring term, ending April 15, 1867, the number of pupils attending school in each district was as follows:

	Boys.	Girls.	Total.
1st Commissioner District.....	664	394	1,058
2d " "	375	209	584
3d " "	566	409	975
4th " "	508	341	849
5th " "	540	448	988
6th " "	566	348	914
7th " "	455	252	707
	3,674	2,401	6,075

FREDERICK, MD., April 27, 1867.

Meeting of the School Association.—The Teachers' Association of Frederick city and county held an interesting meeting in this city yesterday. Nearly all the teachers of the county were present, with Dr. Steiner, President of the Board of School Commissioners, and several members of the Board. Mr. Harry, President of the Association, presided, and interesting addresses were made by Dr. Steiner, Rev. Mr. Strober and others. In the afternoon the Association reassembled, when the Rev. J. N. McJilton, of Baltimore, delivered a very interesting address. At night another meeting was held, which was devoted to inquiries by the teachers, which were answered by Mr. McJilton. Several addresses were also delivered. This morning another session was held, at which several questions relating to popular education were discussed. The entire exercises were of an interesting character, and which will, it is thought, act beneficially to the cause of public education in Frederick.

THE PHILADELPHIA SCHOOLS.—In the year 1818 the public schools of Philadelphia were 13 in number, with one teacher for each school, the scholars numbering 3,082, and the expenses footing up $23,708.81. Ten years later the schools had only increased to 20, the scholars to 5,057, the expenses to $30,173.85. From that time until 1828 rapid progress was made. At the close of the following ten years the schools had increased to 167, the teachers to 257, the scholars to 18,794, the annual expenses to $188,741.91. In 1866 the schools numbered 374, the teachers 1,314, the scholars 77,164, and the annual expenses reached the sum of $864,276.26.

Educational Donations.

Meeting of the Trustees—Plans of Operations.—*New York*, March 25.—The Peabody Educational Fund Trustees have adjourned. The next annual meeting is to take place here on the third Tuesday of June, 1868; but they will meet in Richmond on the third Tuesday of January next. For the present the promotion of the primary or common school education, by existing agencies, will be the object of the Board. Normal school education, to prepare teachers, will be favored also, in applying science to industrial pursuits.

Dr. Sear, of Brown University, was selected General Agent, who will transact much of the business. He has not yet accepted the appointment.

An Executive Committee of five was also appointed, comprising Messrs. McIlvaine, Aiken, Evarts, Graham, Eaton, and the Chairman *ex-officio*.

A charter will be obtained from the New York Legislature.

Samuel Whitmore, of this city, was chosen Treasurer. The Finance Committee consists of Messrs. Fish, McCallister, Clifford, Biggs and Whitmore.

The well known firm of D. Appleton & Co., of New York, have presented to the Trustees of the Peabody Educational Fund 100,000 volumes of school books, to be used in the schools under their direction.

Another Benefaction of Mr. Peabody.—Mr. Peabody, while in Washington on Thursday last, placed fifteen thousand dollars in the hands of Mr. W. W. Corcoran and Elisha Riggs, for the establishment of a free library in Georgetown, D. C.

Donation to William and Mary College.—It affords us very sincere pleasure to state that a liberal benefaction has been made to William and Mary College, Va., by William W. Corcoran, Esq., the generous Washington city banker. It is to aid in repairing the destructions of the war, and restoring to its ancient prosperity an institution inseparably associated with the history, the learning and the fame of Virginia from her earliest days, and dear to the affections of her people. Mr. Corcoran has set an example which we hope will find many to second it. Scarcely less valuable than his gifts is the generous interest which he is taking in enlisting the active sympathies of others in behalf of time-honored William and Mary.—*Richmond Enquirer*.

National Bureau of Education.

HON. Henry Barnard, Commissioner of Education, has issued a circular calling for accurate information of the designation, history, and present condition of every institution and agency of education in the United States, and the name, residence, and special work of every person in the administration, instruction and management of the same. All this information must necessarily be of a voluntary character, as the Department has no power to compel persons to give it.

The commissioner has for the present located the Department at the Union Club House, corner of Fourteenth street and New York avenue, and has appointed to aid him the Rev. E. D. Neill, late Superintendent of Schools in Minnesota, and Mr. Z. Richards, who has long been known as a successful instructor of youth.

AIM HIGH.—In all the relations of life, whether as man or boy, student, teacher, citizen, parent, or Christian, aim high, set a high standard, and then strive to attain to it. Without this, if you are content with "letting well enough alone," you will never rise.

☞ Pictures in school rooms are well, but they should be chosen with care, and such only taken as represent something important—avoiding the coarse, cheap lithographs of the shops, for they will have a tendency to deprave taste rather than elevate it.

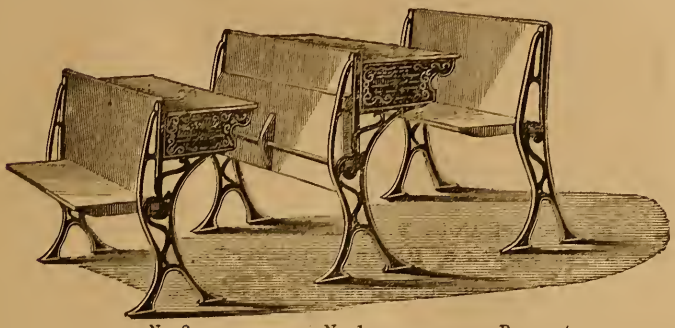
QUERIES.—How many school houses are yet unprovided with the most essential requisite mentioned in Sec. 3, Chap. II., Title II., of the School Law? The want of this has been characterized as folly, wickedness, brutality, barbarous.

"FIRST LESSONS IN NUMBERS" in their natural order, by John H. French, LL. D., is the first of a mathematical series published in their most attractive style by the Harpers, and appears to be a good, primary work.

COUNTY NORMAL.—There is now in successful progress an interesting County Normal School at Grantsville, Allegany county, in charge of JAMES M. SHOBER, Esq., President of the School Board for that county.

CLOSING SEAT SCHOOL DESKS,

Patented to W. H. SOPER, March 31st, 1863.



No. 2. No. 1. Rear seat.

We invite the attention of all persons connected with Schools, Academies and Colleges, and all Dealers in School Furniture to the recent valuable improvements in School Desks, the Primary School style of which is illustrated in the accompanying cut. They combine more advantages than any other, are more substantial, occupy less space and afford greater facilities for class exercises. The Closing Seat, which is the crowning feature of this improvement, is so constructed as to promote both the health and comfort of pupils; the back being inclined and curved, is adjusted to the shape of the spinal column, and gives its support just where most needed. The arrangement for folding the seat to form aisles between all the desks, is very simple and not liable to get out of order, affording great convenience for cleaning the room and for light Gymnastic Exercises. We make both Double and Single Desks, which we designate as follows: High School Nos. 1 and 2 with lids to raise; Grammar School Nos. 1 and 2 with shelves for books; and Primary School Nos. 1 and 2 with shelves.

☞ **The Names indicate the Style of the Desk, and the Numbers the Size.**

It frequently occurs that some small Desks are required in a High School, and some large ones in a Grammar or Primary School, hence *these names do not indicate the sizes required.* The dimensions of all the Desks are given in the annexed Price List, and purchasers are requested to examine the sizes before sending their orders. When Desks are to be shipped to a long distance, they can be sent *knocked down*, packed in a very small bulk to save freight and guard against damage.

HIGH SCHOOL DESKS—SIZES AND PRICES.

No. 1.—Length 4 feet, width 18 inches, height of side next to pupil 2 feet 5 inches, height of seat 17 inches, space occupied by Desk and Seat 2 feet 7 inches wide, and 4 feet long, adapted to pupils from 14 to 20 years of age.....Price $14 00

No. 2.—Length 3 feet 6 inches, width 16 inches, height of side next to pupil, 2 feet 2 inches, height of seat 15 inches, space occupied by Desk and Seat 2 feet 5 wide, and 3 feet 6 long. Adapted to pupils from 12 to 16 years of age.....Price $13 00

GRAMMAR SCHOOL DESKS.

No. 1.—Length 3 feet 6 inches, width 15 inches, height of side next to pupil 2 feet 4 inches, height of seat 16½ inches, space occupied by Desk and Seat 2 feet 4 wide, and 3 feet 6 long. Adapted to pupils from 12 to 18 years of age..... Price $9 00

No. 2.—Length 3 feet 1½ inches, width 13½ inches, height of side next to pupil 2 feet 1 inch, height of seat 14½ inches, space occupied by Desk and Seat 2 feet 2 inches wide, and 3 feet 1½ long. Adapted to pupils from 8 to 12 years of age. Price $8 50

PRIMARY SCHOOL DESKS.

No. 1.—Same size as No. 1 Grammar.....Price $8 00
No. 2.— " No. 2 " ..... " $7 50

REAR SEATS.

For High or Grammar School Desks, either size ....Price $6 00
For Primary School Desks, either size..... " $5 00

☞ An extra seat is required for the rear end of each row of desks.

Ink Wells inserted at 20 cents and at 30 cents each. The first has cast iron hinged cover, the second, brass case with sliding cover, both have glass cups.

SINGLE DESKS.

We will make single Desks when ordered. The sizes will be correctly proportioned.

High School, No. 1.....$10 00		Grammar School, No. 2.....	$6 50
" " No. 2..... 9 50		Primary " No. 1.....	6 50
Grammar School, No. 1.... ..... 7 00		" " No. 2.....	6 00

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W. HORACE SOPER, Patentee,
BALTIMORE, MD.

THE SCIENCE OF THE SEASON!

BOTANY.

The claims of the Standard Text Books of Prof. Wood, in this department, are again urged upon Educators. They have a larger sale than all others combined, because they are

THE BEST!

1. **Object Lessons in Botany.** (For Beginners.) - - $1 25
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Copies for examination, and first supplies for introduction, furnished at greatly reduced rates. Particulars on application.

☞ See Prof. Wood's article on "Spring Flowers," in the April No. of the "*Educational Bulletin.*"

THE METRIC SYSTEM.

The International System of Uniform Weights and Measures must hereafter be taught in all Common Schools. Prof. Chas. Davies is the official exponent of the system.

READ THE FOLLOWING RESOLUTIONS

Adopted by the Committee of the House of Representatives on a "Uniform System of Coinage, Weights and Measures," Feb. 2d, 1867:

Resolved, That this Committee has observed with gratification the efforts made by the editors and publishers of several mathematical works, designed for the use of Common Schools and other institutions of learning, to introduce the *Metric System* of Weights and Measures, as authorized by Congress, into the system of instruction of the youth of the United States, in its various departments; and in order to extend further the knowledge of its advantages, alike in public education and in general use by the people.

Be it further Resolved, That Prof. Chas. Davies, LL. D., of the State of New York, be requested to confer with Superintendents of Public Instruction, and Teachers of Schools, and others interested in a reform of the present incongruous system, and by lectures and addresses to promote its general introduction and use.

☞ The April No. of the "*Educational Bulletin*" contains an exposition of the *Metric System*, from the pen of Prof. Davies, and the latest editions of his Arithmetics have it incorporated.

NEW PUBLICATIONS.

MARSH'S ECCLESIASTICAL HISTORY: A History of the Church in all Ages. *For the use of Colleges, Seminaries, High Schools, and the general reader.* **Price, $2.00**

A work of wonderful research, and covering the ground in a manner never before realized by a work of its size. No course of study is complete without it.

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A manual to be carried by the teacher into the class-rooms, and for constant reference as to the best method of presenting the science all its departments, with a comprehensive view of the whole.

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A better book than the famous "Silver Lute," by the same author.

☞ These books will be editorially noticed in the "*Illustrated Educational Bulletin*," sent to any address for one year on receipt of Ten Cents.

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Educational Publishers,

NEW YORK.

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OF

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Willson's Primer. 12*mo*, 48 *pages*, 107 *Cuts.* 25 *Cents.*
Willson's First Reader. 12*mo*, 84 *pages*, 132 *Cuts.* 40 *Cents.*
Willson's Second Reader. 12*mo*, 154 *pages*, 100 *Cuts.* 60 *Cents.*
A Third Reader: Intermediate Series. 12*mo*, 216 *pages*, 70 *Cuts.* 80*c.*
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Willson's Fourth Reader. 12*mo*, 360 *pages*, 164 *Cuts.* $1.35.
Willson's Fifth Reader. 12*mo*, 540 *pages*, 208 *Cuts.* $1.80.

These Readers, although first published only five years ago, have proved, to the satisfaction of prominent educators, that SKILL IN READING and a knowledge of the NATURAL SCIENCES can be acquired at the same time.

They have already been officially adopted by the following States, viz.:—INDIANA, KANSAS, CALIFORNIA, NEVADA, and MARYLAND. The State Board of Education of California have recently RE-ADOPTED Willson's Readers for a period of four years. They have also been officially recommended in OREGON, WASHINGTON TERRITORY, and UTAH.

The Hon. L. VAN BOKKELEN, State Superintendent of Public Instruction, Maryland, says:

"My apprehension lest they should prove better adapted for teaching Natural History than for elocutionary reading has been removed, and it gives me pleasure to say that I am convinced that, while making good elocutionists, valuable information is imparted to the children by the use of this Series."

In the Ward Schools of the City of New York, where they are largely introduced, and where, owing to the use of all other prominent Series, at the same time, their comparative elocutionary merits are most thoroughly tested, Mr HENRY KIDDLE, Assistant Superintendent of Schools, says:

"I have uniformly found the classes using Willson's Readers as expert and proficient in the Art of Reading as any I am required to examine."

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THE MARYLAND

EDUCATIONAL JOURNAL

A SCHOOL AND FAMILY MONTHLY,

DEVOTED TO

POPULAR INSTRUCTION AND LITERATURE,

Published Monthly, in BALTIMORE,

AT $1.50 PER ANNUM IN ADVANCE,

BY E. S. ZEVELY,

AIDED EDITORIALLY BY FRIENDS OF THE CAUSE

IN EVERY SECTION OF THE STATE,

AND BY AN

Editorial Committee of Prominent Educators.

Devoted to the cause of Education generally, mentally, morally, physically, at home and in the school room—the staunch and unflinching advocate of a high moral standard in both. Everything that bears upon education to come within its legitimate sphere, which will of course include the Sunday School interest—as faithful Sunday School instruction greatly lessens the labor of the day school teacher.

Each number to contain 32 pages, large 8vo., of reading matter, besides the printed cover, and the whole to be equal externally, and it is to be hoped also internally, to any other similar publication, while of course it will be of more general utility and interest because of its being a Maryland journal.

The following resolutions were passed at the State Association of Commissioners, in Baltimore, on the 13th December, 1866:

RESOLVED, That this association recognizes the importance of a State educational and family journal, and that the presidents of the city and county boards be requested to ascertain before February 15th the number of subscribers that can be secured, and forward the same to Mr. Zevely immediately thereafter.

On motion of Dr. MCJILTON, it was

RESOLVED, That an application, signed by the President and Secretary of this association, be made to the General Assembly for a subscription of fifty copies for each of the counties and the city of Baltimore, to be circulated by the city and county boards.

Thus you will perceive that this journal is to be published under the auspices, and with the sanction and approval of, the State Association, and will be the organ and advocate of our uniform system of public instruction. It is not designed, however, to restrict its sphere to this, but to make it readable and acceptable both in the family and the school, serviceable to all teachers, parents and pupils.

To all School Officers, School Commissioners, Teachers, and Friends of Education generally in Maryland.

You are hereby appointed agents for this Journal and also contributors to its columns; *i. e.*, you are respectfully requested to consider yourselves its co-editors. Please therefore remember that it is to be YOUR Journal,—(OUR Journal,) the exponent of every section and interest, not of any one locality only.

Address me for the present at CUMBERLAND, MD.,

E. S. ZEVELY.

Vol. I. *$1.50 a year.* *No. 2.*

THE MARYLAND EDUCATIONAL JOURNAL, A SCHOOL AND FAMILY MONTHLY.

DEVOTED TO

POPULAR INSTRUCTION AND LITERATURE.

ORGAN OF

THE STATE BOARD OF EDUCATION

AND OF

THE COMMISSIONERS' ASSOCIATION.

JUNE, 1867.

EDITORIAL COMMITTEE:

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Rev. Jno. N. McJilton, D.D., City Superintendent.

Dr. Samuel A. Harrison, Easton, | Rev. Jas. L. Bryan, M.D., Cambridge,

Wm. H. Farquhar, Esq., Sandy Spring, | Rev. T. S. C. Smith, Belair,

E. S. Zevely, Managing Editor, Cumberland.

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☞All letters, remittances, contributions and exchanges should be mailed to CUMBERLAND, for the present.

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SPECIAL NOTICES.

This number of the Journal is sent to some who have not yet subscribed, with the hope that they will do so on inspection. Please respond immediately, either by remitting $1.50, or returning the Journal.

Money mailed should be addressed to the publisher at Cumberland: receipts will, in all cases, be promptly returned.

Those near Baltimore, or who may be visiting the city in a few days, can pay either to W. H. Soper, Esq., 21 N. Calvert street, or to James Young, Esq., 114 W. Baltimore street, who will give receipts.

Our friends throughout the State will please use their influence in sending us subscribers, as the application to the Legislature for aid failed.

☞ Will Editors in the State please favorably notice this Journal, and, if possible, publish the prospectus?

☞ Suitable articles for publication, including items of local school intelligence, solicited from all.

☞ Price of advertising in this Journal: Ten dollars for a page—Five dollars half page—Two dollars and fifty cents for one-fourth of a page, with reasonable deduction for standing advertisements.

☞ Mr. Charles Rains is our city agent to solicit subscriptions and advertisements.

MARYLAND

EDUCATIONAL JOURNAL,

A SCHOOL AND FAMILY MONTHLY.

VOL. I. JUNE, 1867. No. 2.

What is Said of the School Law.

WE invite attention to the following sententious extracts

FROM DR. VAN BOKKELEN'S ANNUAL REPORT:

We believe the education of the people to be the only permanent basis of national prosperity and national safety.

The property of the State is morally, as well as legally, pledged to secure that moral and mental training which will make citizens virtuous, intelligent, industrious.

Education will make dollars weigh heavier, and shillings move more nimbly. There is no farm, no bank, no mill, no shop—unless it be a grog shop—which is not more valuable and more profitable because of the school-house.

The cost of instruction for each different child in the State, under this system, including all incidental expenses for fuel, repairs to furniture, and slight repairs to houses, has only been six dollars for $9\frac{1}{10}$ months, or 66 cents per month.

The schools were kept open longer in Maryland than in any other State; and the cost of each enrolled pupil was less per month than the average, while the salaries of teachers were higher.

To have good schools there must be active and intelligent supervision.

Pennsylvania pays for salaries of County Superintendents over $60,000 annually—the average school year being less than six months—and thinks the money wisely appropriated. (In Maryland, $20,000 for same.)

The State has, ordinarily, no right to any man's time without proper compensation.

Every man should be fairly paid for public services, and held to a strict accountability.

State Normal School.—Its importance is paramount. There is no sham about it. Everything is practical, and based upon true philosophical principles of culture, moral, mental and physical. The school is even now an honor to Maryland.

School Journal.—Every State which has an energetic School System, sustains a well conducted School Journal.

The reports of County Boards make a lamentable exhibit of the condition of school-houses. The houses are a disgrace to the county, and a gross outrage upon the children.

It is estimated that not more than two-thirds of the children enrolled upon the register attend regularly at school.

The most ignorant, who need education most, value it the least. The clergy of the several denominations can do much to awaken the minds of parents, and to encourage children to attend school regularly. The clergy exert a great and valuable influence.

Attending colleges out of the State are 178 young men from Maryland, at an expense of at least $60,000 a year.

The Maryland Institute Schools and Central High School should be fostered by the State.

Our object ought to be to make schools attractive, and by persuasive influences, rather than by compulsory laws, draw the children to school, that they may reap the benefits so liberally provided for them.

I feel authorized to say, that in Maryland popular education is not the banner of a party. It is the policy of the whole people.

Total cost of schools in the State is less by $300,000 a year than the cost of court-houses, paupers and jails. Ignorance and crime go hand in hand. Ignorance begets hardness of heart as well as dullness of intellect. Multiply good schools, and taxes to support paupers will diminish. The expense of educating each child attending public school during the last year was only $6, while the expense of a single criminal trial often reaches $1,000; and the support of a pauper for a single month is more than that of instructing a child the whole year.

There are 73 schools for colored persons in the State, sustained mainly by the Baltimore association, with 7,300 registered pupils, and an average attendance of 5,645, at a cost of 80 cents per pupil for nine months.

ALLEGANY COUNTY.

Nothing short of burning up some of our school-houses could possibly warm them through some portions of our winters. If schools cannot be suspended until funds accumulate to build houses, then, *by law*, the county must go without proper school-houses.

Every male citizen over 21 years of age should pay a poll tax of $1 for school purposes.

To make our system more nearly perfect, for God does not prosper anything without his love and mercy, would it not be well to require the reading of the Bible in our schools mornings and evenings.

No system of education is perfect unless *the heart as well as the head is properly trained* and cultivated. We should also have some small work on Calisthenics for our schools, not only for the improvement of the physical system, but also to give life and variety to the school-room.

When we attend to the physical, the mental and the moral nature, then will we have a system beyond all price.

A sound mind in a sound body, with a cultivated heart, are the necessities of the day.

In order to accomplish the above, I would suggest, in addition to the reading of the Scriptures and a work on Calisthenics, that the State Board of Public Instruction should prepare for the schools of Maryland a small Catechism, containing the great fundamental principles or beliefs common to all Christian denominations.

Unless we have something of this kind, many of our teachers will fail to introduce sacred subjects, or place them before their pupils. But with a small book of this kind, the precepts of our Saviour would be placed before all the children of the State.

ANNE ARUNDEL COUNTY.

It is true a cheaper system might be devised, but it would not prove equally as efficient.

The State of Maryland has unquestionably one of the most excellent school systems that has ever been devised, and yet it is not much more expensive than other greatly inferior ones.

The examination to which teachers must submit, and the frequent visitations of the District Commissioners and the President of the Board, exert a very happy influence upon the children. There are some people, so constituted, that they must grumble, whether they have or have not cause to do so. They would find fault with the plumage of an angel's wings, and are thrown into paroxysms of irritation by the moat that floats in the sunbeam. It is their nature to do so, and if so, let them grumble; we would not, if we could, deprive them of that exquisite pleasure.

And see also the following eloquent extract from the report of Rev. Dr. Anspach:

"When we consider the nature of the human mind, and the grandeur of its destiny, its noble faculties already thrilling with the strivings of Divinity; and which may be fitted by culture to pass over all nature in triumph, observing all the creatures by which it is encompassed, and congratulate itself on its own superiority, and point out as proofs of its strength and greatness the changes which have been wrought by its energy, that by its intellectual force and boldness it has acquired, the complete mastery over nature, and has made our world a whispering gallery, so that men may hold almost instantaneous converse with each other, though dwelling in the different capitals of the two hemispheres; we may well ask, is there a work under the heavens at once so simple and yet so sublime, as the education of that mass of human intellect, which in a few more years will control the interests of the Church and mould the destiny of the State?"

BALTIMORE COUNTY.

Without discussing the comparative merits of ladies and gentlemen as teachers, I have found the schools taught by ladies as efficiently managed and governed as those taught by gentlemen. The prejudice existing against the employment of the former is rapidly disappearing, and the assertion may be ventured that they will in a few years be sought for in preference to gentlemen.

The public school has become a necessity, and those who promise to provide liberally for its wants are becoming the most popular of our public men.

CALVERT COUNTY.

The schools show a decided improvement on the past, in the faithfulness and zeal of the teachers, and, as a natural consequence, a better attendance and greater studiousness of their pupils.

A recitation *not comprehended*, is a *failure*, however flippantly the *words* of the lesson may be repeated.

Many of our teachers would be glad to avail themselves of the State Normal school during the *vacation* of their own schools, but as the vacations *coincide*, it is of course impracticable.

Cost of educating pupils under this system $9 less per pupil than under the old system.

In reviewing the results of the past year I think we are entitled to claim for the new system *decided improvement*. It is evidently taking root in the affections of the people.

CARROLL COUNTY.

Schools in operation only two terms, and houses unfit. In short,

to make the system a success in our county, and to enable it to accomplish all of which it is capable, we must have *more funds*.

CHARLES COUNTY.

Among the public generally, and especially among those who have children to be educated, I think the opposition to the present law is subsiding. It commends itself to the approval of those who have thoroughly and impartially investigated the subject.

CAROLINE COUNTY.

A young man has taken the responsibility of building a comfortable school-house, and has now in active operation a good school. I have consulted influential gentlemen of both political parties from the different districts in the counties, who have expressed their approbation of the present law.

The people are not satisfied with six hours tuition daily, and ten months per annum. We would recommend two daily sessions of four hours each during the spring, summer and fall terms; the winter term to remain as it is now.

CECIL COUNTY.

The great difficulty in obtaining a large attendance at the State Normal School is the cost of boarding. If a fund could be created to aid the teachers in paying their board while attending the school, to be furnished to them either as a gratuity or a loan, many more would gladly avail themselves of its advantages.

The indications of gratitude, and I may say delight, on the part of the teachers, and especially the children, to find that some one sympathizes with them in their labors and studies, are too palpable to be misunderstood.

The public schools are THE schools of Cecil county.

DORCHESTER COUNTY.

In February last our late worthy and efficient President, Dr. Edw. F. Smithers, died from disease contracted by exposure in the performance of his official duties.

We have abandoned "salaries according to numbers." Until we have teachers of equal grade, it would not do to pay according to numbers.

Every school is opened with reading the Holy Scriptures by teachers and pupils alternately.

Opposition to the school system is constantly growing less.

FREDERICK COUNTY.

The cost of educating each pupil for ten months has been $4.83½; if the entire expenditure of the Board be taken into computation, less than 50 cts. a month.

There can be no doubt as to the value of frequent visits to the schools by the school officers.

The crying defect in our schools has been defective instruction in the rudimentary branches of knowledge.

Our teachers have formed an association. The attendance is optional with the members; but this feature is very valuable, as it enables the Commissioners to find out what teachers are anxious to improve themselves.

It has been well said by the State Superintendent that the support of jails and penitentiaries, *or* of public schools, must rest upon the wealth of the State; a lover of his country will speedily decide which he would prefer.

HARFORD COUNTY.

Many who will spend dollars for the amusement and unprofitable gratification of their children, are not willing to invest a dime in what might be termed even a comfortable school-house.

HOWARD COUNTY.

The few opponents of the system are composed of those who do not take the trouble to visit the schools.

KENT COUNTY.

Those, who from their connection with both the old and new systems, are best able to judge of their comparative merits, unequivocally declare in favor of the present system.

A good deal is said too about the cost of the present system. We challenge a comparsion with the past.

The schools are all opened by reading a portion of the Sacred Scriptures, and, in some few, the Lord's prayer is repeated audibly by teacher and pupils, in addition to the Scripture lesson.

The want of regular attendance is severely felt as an evil of great magnitude; the remedy for it, if any, is not in the hands of School Boards or their employees. It is in the hearts of parents.

MONTGOMERY COUNTY.

The system begins to work more smoothly, though it is still beset with certain difficulties. These arise, in part, from opposition, which never fails to attend all new undertakings; in part from what may be

called political opposition; but chiefly from the want of a special fund to build and furnish school-houses.

Progress is made and making, and must go on, in increasing ratio, if the hands that hold the destiny of the State shall continue to uphold the best interests of the children of the State.

PRINCE GEORGE'S COUNTY.

The new system has taken a strong hold upon the public mind. A fresh impetus and vitality have been imparted to it under the operation of the new law.

School-houses present the same appearance of dilapidation as they did years ago. They have nothing to recommend them but *their antiquity*.

The salaries of Commissioners is disproportioned to the work before them; but they look beyond the reward of dollars and cents.

QUEEN ANNE COUNTY.

It would be a great thing gained if some means could be devised to secure a more regular attendance.

A year's experience has left a favorable impression of the system.

SOMERSET COUNTY.

The people of our county are clamorous for public schools and school-houses. The people consider that they have the *right* to be educated by the State, and not only to be educated, but to be well and liberally educated. They argue that it is the *duty* of the State to supply the means of educating her people—means commensurate with their rights.

ST. MARY'S COUNTY.

Nothing can well be more evident than that the present compensated supervision is indispensable to the efficiency of public schools.

TALBOT COUNTY.

Our people have not yet learned to know the value of handsome, cheerful, well appointed school-houses as educational agencies of themselves, apart from books, apparatus and teachers.

The objections made to the law are mostly the result of a misapprehension of its provisions, ignorance of the details of its administration, or unreasonable prejudice.

WASHINGTON COUNTY.

A very liberal disposition is manifested by some in contributing largely of their means for the employment of first class teachers. The Board are using every effort to foster and increase such liberality.

WORCESTER COUNTY.

Larger bond to be given by the Treasurer, and School Commissioners to give bond for the faithful appropriation of all school funds and books entrusted to them.

Asking Questions.

ANSWERING the questions of children is essential to their intellectual growth; and yet, is not our present educational system opposed even to allowing questions to be asked by the pupil of the teacher in school? Teachers might set apart certain hours for asking and answering questions, or adopt the post-office system. But children will and must ask questions, and it is cruel to restrain them, and instead of saying, as some parents even do, occasionally,—"Do hush, child; you tease me to pieces with your everlasting questions,"—special pains should be taken to explain. An unusually inqusitive and smart child once asked her grandmother what bricks were made of; and when answered, asked what made them RED? The reply she received was, "O, do hold your tongue; you're troubled with a noise in your head; don't ask so many questions, and no one will know you are a fool; girls should be SEEN, not heard." The grandmother could not tell, and therefore became angry at the child for having asked. Let children be encouraged to ask questions, and let not parents or teachers bluff them off with shuffling answers. Give them the true explanation, or else tell them you do not know. Parents should educate themselves in order to educate their children, and should rely more on HOME instruction, and not altogether on teachers. Above all, teach your children TO THINK!

SCHOOL EXPENSES.—The estimate of the expenses of the public schools of the city of New York is *two millions five hundred and twenty-two thousand dollars*. The same paper that contains the report on which this estimate is based, contains also an exposition of the corruption and fraud of the city government, for which it will be difficult to find a parallel. We suppose the schools are designed to improve this state of things. Will they succeed?

Memory.—No. 1.

ALMOST every teacher and school book maker has a hobby of some kind. Many people inconsiderately denounce hobbies, though they are good in their places. But as "what is one man's meat is another man's poison," so one man's hobby may be another man's ruin. As the train of thought in men differs, so a certain system or style of instruction used successfully by one teacher may be very ineffective in the hands of another. There is actually no such thing as "a model lesson," or a model way of teaching, for the reason already intimated, since any effort of one blindly to follow the lead of another usually results in failure.

It is a mark of genius in any teacher to strike out new paths for himself, and in such he will generally teach successfully. The only difficulty is that, in too many cases, everybody who conceives he has caught an idea immediately thinks about writing a book and forcing his plan on everybody else. Hence the multiplicity of school books.

There can be no harm in promulgating new plans, or in advocating the adoption of old ones, that others may use as much or as little of those plans as may suit their peculiar idiocrasy. The pages of an educational journal are fit places for this. Therefore we will present a series of short articles on what may be called "our hobby." In this there may be nothing actually *new*, since "there is nothing new under the sun," yet it has required thought to bring it to its present state of perfection, and has been successfully used in schools, and we think may be again by any teacher who is active and lively.

Our hobby embraces the perfection of the nowadays so much talked of "Object Teaching," and yet it has been used before ever our book-makers published a book on that subject. It is founded upon the only correct and true principle of memory, i. e.—*association and location* of ideas. All studies require MEMORY to make them effective. Scholars must be made to think, too, and the good teacher will teach his pupils HOW to think!

If you lead your pupil by a certain train of thought, however artificial, to retain a certain fact more securely and in less time than he could do so of himself without your aid, then you accomplish something of value. Hence the utility of artificial rules of Memory.

If you can lead your pupil to attain to certain positions literally by a way he knows not of—i. e. imperceptibly to himself to master facts,

ideas and figures without the usual mental labor—then you accomplish much. We claim that "our hobby" does this!

If so, you may exclaim, it is a pity the world has not been enlightened long since, as it would have saved a vast amount of mental toil and drudgery! Precisely so, say we! The reasons why it has not been generally adopted are various. Many teachers have other hobbies of their own—of course such turn up their noses. Many are content with the old beaten paths, and are ready to cry "humbug" or "nonsense" at any other way, without taking the time calmly to scrutinize. Others again are skeptical about all new plans—lack faith—and they will not give it a trial. Still others are actually too lazy to trouble themselves about anything!.and so on. And finally there are as yet no text-books prepared for use in schools by which successfully to introduce this method of teaching.

We take it, however, now that the time has arrived when the teachers of Maryland in general and all subscribers to this journal in particular, will without prejudice or partiality calmly read and inwardly digest *a few pages* each month of what may perhaps to some at first glance appear frivolous. We propose to show the application of our hobby to such a variety of school uses as to enable teachers fully to test it in their schools—and this, too, not as a special study, but as a recreation—not by changing any of their present text-books, but using this simply as an auxiliary, and as illustrative, object teaching, &c.

We are compelled, however, in justice to ourself and our cause, to approach the main subject cautiously, and therefore beg the reader to follow us in a few further prefatory remarks.

Memory has been well called the storehouse of our ideas. The value of what a man puts away in his storehouse depends much upon the order or system with which the objects are stored. The wise merchant has pigeon holes properly labelled for his papers, and bins and shelves for his merchandise. There should be a like method and system in our mental accumulations. We want a mental index rerum ever at hand for reference. The want of this, accounts for the failure in our systems of education. Without memory we never could grow wiser.

The remembrance of facts and truths is of little value to us unless we can remember them in their connections, and can so remember them as to be able to lay our hands upon them when wanted. Many persons read and study and fill their minds with knowledge, but such

a confusion of ideas prevails throughout their intellectual storehouse, that their very wealth is only an embarrassment to them. The first rule to be observed, therefore, in cultivating the memory or in commencing any study, is to reduce our knowledge to some system, and to study by a system—no matter how artificial it may be.

A prominent writer and educator, in referring to this subject, has characterised artificial rules of memory as a *trick*, or *artifice*. He however recommends that we should give our children the advantage of ingenious and interesting contrivances for remembering important facts, because these contrivances will be of great help to them. We may in this way bridge over the difficulty of remembering many important facts.

Knowing the innate prejudice that exists against this very thing which we are here endeavoring to introduce to our readers, we will quote a little further from an article on memory by the writer alluded to, and add a few remarks of our own.

He says (truly) that some years ago an ingenious Frenchman (M. Fauvel Gouraud) traversed the country and collected large audiences by his exhibition of skill in this species of artifice, and by undertaking to initiate his hearers in the method of remembering prodigious numbers of facts by means of such artificial contrivances.

"Mnemotechny, the name which he gave to his invention, is merely a trick of the memory. It is a means of remembering a particular set of facts or things by the aid of contrivances purely artificial and arbitrary. Its possession does not imply, and its cultivation does not produce, real mnemonic power. It undoubtedly has its uses. But it is rather wealth gained by a lottery ticket than a wealth-producing power acquired by wise habits of business."

Here is strong testimony in favor of our hobby from one in effect opposed, or at least not wholly convinced of its utility. Now, admitting that a certain thing can be accomplished by a trick or artifice better than without it, no matter, so that it is done. Can there be any valid objection against using the trick? Is wealth gained in a lottery any less wealth than that acquired by plodding industry? Certainly acquiring knowledge by means of mnemotechnic tricks cannot be objectionable on the score of morals as is the dabbling in lottery tickets! If we can teach a fact in a moment by a trick which would require hours of labor without it, are we not rather recreant of duty towards the pupil and the parent in withholding that trick? And we doubt whether the true mnemonic power may not be improved by the practice of artificial rules.

Scholars will do more and work longer when work is made play, than when work is left mere work. If a certain lesson, which, under one system of teaching would be yawned over and require an hour's dull work to be learned, can be made interesting and pleasing, entered upon cheerfully and accomplished energetically in *half* an hour—time may be saved for other duties. And not only so, but the *manner* of accomplishing the task will have been such that the mind may have grown vigorous and healthy instead of idle and morbidly languid.

Mnemonics, Mnemotechny, artificial memory, or the art of memory, or by whatever name it may be known, has at intervals attracted considerable attention in the world, and would at this day be an acknowledged necessity in schools, were it not that *too much* has been expected of it, superinduced by the high-sounding praises bestowed upon it by traveling professors to swell their classes.

In looking over a late number of the Sunday School Times (a live paper in Sunday School matters), we noticed a Bible lesson mnemonized. Sunday School men are waking up all over the land and adopting various ingenious expedients to fix Bible truths in the minds of the young, and the cause is worthy of all effort. Perhaps it may be *more* necessary to search out rapid modes of instruction in Sunday Schools than in week day schools, since in them the time to work is but an hour or two a week, but this, if looked into closely, will prove to be but a sorry excuse, not creditable to secular teachers who refuse to adopt similar methods.

Writers on memory differ somewhat as to the mode of training or strengthening the memory. Some favor a systematic course of study, as the classics or mathematics. Some are ready to admit that artificial rules are advantageous, and that more can be done with them than without, but because they consider such rules a *trick* of the memory, seem to argue that they should not be used. Strange, indeed! "Life is short and art is long," says the old proverb, and therefore any method by which we can gain time in this "short" life to master the "long" art would seem to be desirable. And why should the day school teachers persist in the old slow methods when better methods are at hand? *We* will not say it is because they want to retain the pupil for profit as long as possible, without regard to the pockets of the patron, because we do not believe that teachers generally are actuated by such motives. Such a charge might, however, be brought by others. It is rather because this thing has not been properly presented to the teachers; and we may therefore hope that if, by any means,

light can be thrown upon the subject, then a necessity will arise which will awaken book makers and publishers to snuff the profits from afar! and we shall thus soon have the necessary text-books for the convenient introduction of the science of mnemotechny, in its application to all branches of study, into our schools.

And finally, for the present, be it remembered that the use of artificial rules of memory does not necessarily imply the abandonment of other means of strengthening the memory.

See next number for the practical application of our subject.

Suggestions Touching the Duty of Parents and Teachers.

TO visit the children at their homes is urged on teachers as a duty, the right discharge of which will greatly increase their teaching power as well as greatly enlarge the sphere of their influence. To many, such a service is very difficult, and to most it is embarrassing to visit families, and especially those whose social position is above their own. However groundless such reluctance may be, it exists, and it depends much on the parents whether it shall remain a perpetual bar to such intercourse between their children and the teacher, as would be likely to make the relation tenfold more valuable and agreeable to both. If the parents, one or both of them, would open the way for the introduction of the teacher, and remove as far as possible all the stiffness or awkwardness which would be likely to attend a first visit, or if by little courtesies extended to the teacher, he should be satisfied that a visit would not be unacceptable, much of the present hindrance would be removed.

It has sometimes occurred to us as a strange thing, that parents do not leave home, once in a while, for the purpose of looking into the nursery where their children are in training, and to know where they sit, what they do, and how the teacher looks and acts. Even were the teachers indifferent to such visits, the children would be pleased, and one such visit would supply inexhaustible topics of conversation at home. How natural, after such an interview, to ask the teacher to "call soon, and see Charlie or Mary, at home."

There are, also, many ways besides personal courtesies in which a teacher's courage may be sustained, and his efforts effectually aided by a little attention on the part of parents. How few, even conscientious

fathers or mothers, question their children, regularly or occasionally, as to what they were taught in the school. In some families the children go to school and come home, for months together, without a single inquiry as to what was done or said or purposed. It would be preposterous to suppose that the good influence of the school is not greatly circumscribed, if not in a large degree neutralized by such indifference on the part of parents.

To take but a single case for illustration. Few things are more annoying to a teacher than the irregular attendance of a pupil. As soon as the child's peculiarities are ascertained, his place in the class fixed, and his name entered in the various record books, and thus his relation to the school settled, he becomes irregular. And is this nothing to the parents? Can they persuade themselves that there is any apology for so treating a teacher?

Could we trace to the nursery, or the school-room, the steps of those who have brought their mothers to shame, we should doubtless find that the decided turn to evil courses was made at some point where the presence of danger was least suspected. A new acquaintance is formed in a walk to or from school, or an imprudent or hasty word of the teacher has alienated the child's mind from him, and from his teaching, and from the school; or the sentiment of a book, or a preacher is misapprehended or perverted. The first step in the dark way is taken, but there is no blush on the boy's cheek; no present change in his frank and open face and conduct; but the noxious seed is lodged in a genial soil. When the dangers of the way are so thick, and so difficult of detection, one might think there would be a strong sympathy and earnest co-operation between parents and those who profess to be aiding them in guiding, admonishing and protecting their children. It may be that a godly* teacher's influence and counsels will prove—under the divine blessing—to be a shield and buckler to my son in his conflicts with the world, the flesh and the devil. And shall I not esteem him highly in love for his work's sake? Shall I not gratefully accept his aid, and do what I can with propriety, in the way of sympathy and concurrence?

We shall not be understood to advocate any modification of the conventionalties of society. The attempt would be vain and mischievous if it were made. The school gathers together children and youth from all classes of the community. What is claimed is, that

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* The day school teacher, as well as the Sunday school teacher, should be a godly person.

parents who are supposed to regard the well being of their children as of paramount importance, would recognize in the teacher, a co-worker with themselves and with God, and manifest towards him the confidence and consideration which pertain to a relation so sacred and responsible. This may be done not only or chiefly by personal kindness and attention, but by inculcating respect for him, by insisting on a compliance with his reasonable wishes, by seconding his plans for their improvement, and by aiding them in preparing their lessons. So, also, by occasional acknowledgements of the good influences of his efforts, and by encouraging his visits to the children, and arranging their domestic affairs so as not only to relieve such visits of all needless embarrassment, but to make it pleasant and profitable to all concerned. A regular and punctual attendance is a matter of great importance to the comfort and success of the teachers, while everything in the manners, apparel or temper of the pupil which indicates parental forethought and reflection, will go very far to strengthen his hands and encourage his heart.

We do not refer to many topics which belong to the subject in hand. But judicious and intelligent parents cannot fail to appreciate the hints that have been given, and their own good sense and observation will supply others of equal if not greater significance.—*Adapted from the Sunday School World.*

Religious Instruction in Public Schools.

WE are surprised, and we need not say gratified, to learn from the recent report of the Superintendent of Public Schools in New York city, that "*moral and religious instruction is specially given.*" We remember, not many years ago, an inquiry was made of a director of the schools there, if a teacher would be allowed to cite the example or words of Christ as of divine authority, and he promptly said that *he would not.* We infer from the paragraph we have quoted, that this is no longer the case. If religious instruction is specifically given, we must presume it is instruction in the *Christian* religion, and if Christian religious instruction is given, it must be instruction in the principles and doctrines of Christ, and these principles and doctrines derive their force and power from the character and authority of Christ.

We therefore hail it as an omen of great good that in the public schools of such a city as New York, the pupils are instructed "specifically" in moral and religious duties. Perhaps if the reformation had been introduced earlier, we should not have been pained with such exhibitions of irreligion and immorality as are too often witnessed there and in our other large cities. If the principles of *morality* had been diligently inculcated in our public schools for thirty years past, we might have been spared the humiliating spectacles of stupendous fraud and falsehood which are now revealing themselves. We see it stated that the fraudulent evasion of the revenue laws in the single articles of *whiskey* and *tobacco* alone, amount to ONE HUNDRED MILLIONS OF DOLLARS! If our educational systems expect to be confided in, as an agency to promote virtue and integrity, they must bring about a very different state of things from that we now see. But to the extract:

MORAL AND RELIGIOUS INSTRUCTION.

"Objections have, in some quarters, been taken to our system of public instruction, based upon the allegation that moral and religious instruction is not specifically given. If these charges were well founded, these objections would, it is conceded, be valid. Mere intellectual instruction is of little value, and quite as likely to prove pernicious as beneficial, unaccompanied by moral and religious culture, by the formation of good habits, and the systematic evolution of good character, upright principles, and a high-toned conscientiousness. It is, however, far from being true that moral and religious culture does not form a part of the instruction communicated to the pupils of our public schools."

Then follows a paragraph, which is so decisive and comprehensive, that we were constrained to read it over and over. We would have italicised some words, but the whole paragraph is empathic.

"On the contrary, it enters as a distinctive element of the course, and pervades and gives vitality to the whole system. Not an exercise is given, not a study pursued, not a measure of discipline resorted to, in which reference is not distinctly had to the fundamental principles of morality, and the higher sanctions of the Christian religion. There is not a pupil in any of our schools who is not every day reminded expressly in some of the exercises, or impliedly, but not less clearly and distinctly, in all, of the existence and attributes of the Creator, of the great cardinal rules and principles of Christianity, and of his responsibilities and duties as an immortal being."

Normal Schools and Institutes.

THE idea of training teachers for their vocation is daily more and more taking possession of the minds of all. The institutes which have been held for this purpose in various parts of the country have been in the main remarkably successful, each new one generally showing some steps in advance of its predecessors These Institutes, however, it should be remembered, are still in their infancy, and have by no means attained that growth and development of which they are capable. It takes more than one or two fitful efforts, either to become a good teacher, or to establish a system for training teachers. The project is still an experiment, and many of the methods used are of a tentative character, the friends of the system trying first one method and then another, and cherishing in their own hearts, as the best guaranty of success, a teachable disposition. We all need to be learners in this matter, and are quite content to feel our way along, under the wise leadings of careful experiments.

First, there should be a distinct course of study. Secondly, model lessons for observation. Thirdly, practice lessons.

In a Normal school, the pupils, after having made sufficient progress in the course of study, and after having ample opportunity for observing the best models of teaching, which they do daily in seeing the methods by which they themselves are taught, are required to practice what they have learned, by teaching classes under the inspection and the kind but searching criticism of their teachers. No part of the exercises of a Normal school brings forward the teaching power of the learner so fast as this. It is a severe, but a most wholesome test, showing them all their weak points, stimulating their inventive powers, making them ready with their knowledge, and giving them that self-possession so indispensable to the teacher's office.

The usual method in a Normal school is: The pupil teacher, on a certain hour of the day, gives a lesson to some class previously assigned. The regular teacher of the class, who is expected to be a person of high professional skill, is present at the lesson, and observes carefully all that is done, not interfering, except very rarely, to prevent the class from being misled, or taught what is not true. After the exercise is over, this teacher writes out a careful but kindly criticism upon the performance, which criticism is recorded in a book kept for the purpose, and is read and commented on by the Principal before the whole class of pupil teachers. Three or four or more exercises

of this kind are going on every day in different departments of the school, and once a day the pupil teachers are called together as a class to hear these comments upon their work. The effect this has in stimulating and developing their powers, can be realized only by those who have witnessed it.

It may not be amiss to quote a few of these criticisms, taken from an actual record, only suppressing the names. The letter at the end of each note is the initial of the teacher by whom the criticism is made.

NOTES ON PRACTICE TEACHING.

Miss A. (class in Grammar) taught very well. She spoke in that decided tone which conveys a conviction of truth to pupils, and by so doing gained their confidence. She used the blackboards to advantage, and thoroughly inspected and criticised all writings that she had required to be put upon the boards. The facts she taught were correct, except one, which was that "is ashamed" was a verb in the passive voice; in that she was corrected by a member of the class. Teaching average, 93. H.

Miss B. (class in Elocution) failed in teaching. The pupils read badly, and many errors were made, but there were no criticisms. The lady spoke in a very low tone, and seemed to be afraid of the class. She did not read a single line for the pupils. Reading cannot be taught properly by arbitrary rules; the voice of the living teacher is indispensable. Teaching average, 65. E.

Miss C. (class in Elocution) cannot become a successful teacher until she studies the pronunciation of words. Not only did she permit mistakes made by the pupils to pass unnoticed, but she mispronounced many words herself, as hos-pit'-a-ble for hos'-pi-ta-ble, in'-tense for in-tense', etc. The errors consisted chiefly in changing the accented syllable. In the word *machination*, however, though the accent was correctly marked, she taught the class to call it "*mash*-in-a-tion." There can be no possible excuse for such carelessness, or rather ignorance, since the lady had three days for the preparation of the lesson. The dictionary should be kept in constant use by pupils and teachers. Teaching average, 65. E.

Miss D. (class in Constitution) did well. The lesson was a long one, and somewhat difficult; but the lady evinced thorough preparation. She ought to have disturbed the repose of the drones by calling upon them more frequently. Explanations given by the teacher should be repeated by the pupils; first, to ascertain whether or not they have been properly understood, and secondly, to make a deeper

impression upon the minds of the scholars. Indeed, the whole business of teaching might be summed up in two or three words, namely, SIMPLIFY and REPEAT. Teaching average, 95. E.

Miss E. (class in Map-Drawing) was well prepared for the lesson, but did not always speak quite distinctly enough. She required those pupils who had criticisms, to stand, and then designated one to give them. A very good plan. Miss E. must be careful of the grammatical construction of her sentences. Teaching average, 90. A.

Miss F. (class in Mental Arithmetic) became somewhat confused, and so made several mistakes in her work. She attempted to solve several examples, but each time made some error, either of statement or solution. She was not careful enough in her markings, omitting to mark one of the pupils absent and two for recitations. Teaching average, 88. A.

Miss G. (class in Map-Drawing) should have kept one of the divisions at the board drawing while the others were reciting. It was the first day of map description; she should, therefore, have given them an example of the work desired. Instead of this, she scolded them for not knowing her method. Teachers should be careful never to ask for anything but what the pupils could reasonably be expected to know. If you insist that they shall give anything not found in the lesson, or not before given by the teacher, they will become angry and careless—as was shown in the class to-day. She did not criticise the maps drawn. Teaching average, 82. A.

Miss H. (class in History) was well prepared with the History lesson; but she allowed the pupils too long a time to think and *guess*. A chronology lesson is dry and uninteresting; and unless the teacher calls upon the pupils in rapid succession, thus keeping them wide awake, the interest will flag, and even good pupils will be inattentive. One of the pupils, after gaping two or three times, indulged in short naps during the recitation; the teacher evidently did not see her. Miss H. marked the pupils very judiciously. Teaching average, 90. E.

Miss J. (class in Arithmetic) assisted the pupils too much. She did not require them to be accurate enough in answering questions; otherwise she taught very well, the subject being a difficult one. Miss J. marked the pupils judiciously. Teaching average, 85. M.

Miss K. (class in Grammar) began the recitation very well, spoke in a loud and decided tone, and was well prepared with the lesson. Miss K. failed, however, to keep her class in order; she allowed pu-

pils to speak without being called upon, and all to criticise and ask questions at the same instant; thus she became confused, and sought refuge behind her book. Teaching average, 80. H.

Miss L. (class in Arithmetic) was either very careless or had not prepared the proper lesson, as she gave pupils problems to solve that were not in the lesson, in consequence of which some good pupils failed, as they had not prepared an advance lesson. She was too quiet, and spoke in so low a tone that many did not hear her. The pupils were more animated than the teacher. Miss L. marked some pupils too high, others too low, and in one instance did not mark at all. Teaching average, 65. M.

Miss M. (class in Grammar) has improved since teaching for me before, but she still lacks energy and decision. She gave the pupil who was reciting all her attention, thus allowing an opportunity to some (who took advantage of it) to assume lounging positions, in which to wait lazily for their turn to recite. Some remained wide awake, and embarassed Miss M. by speaking at any time, even interrupting her in the middle of a sentence to ask questions. Teaching average, 87. H.

Miss N. (class in History) was thoroughly prepared with the lesson, and did not confine herself to the mere words of the text-book. She asked many good general questions connected with the subject, thus compelling pupils to think; and whenever the class failed to give the desired information, the lady very promptly gave it herself; she thus won the confidence of her pupils. Miss N. lacked animation, and did not speak loud enough; otherwise, she did well. Teaching average, 92. E.

Miss O. (class in Constitution) did well. She used the blackboards to advantage, and very carefully examined and criticised the work placed there by the pupils. She should speak in a louder and more decided tone. Teaching average, 93. E.

Miss P. (class in Elocution) gave a very short vocal exercise, and omitted the concert reading. During the recitation she read *remarkably well;* her voice was clear and full, her emphasis and inflections were correct, and her whole manner free from embarrassment. The entrance of three or four visitors did not in the least disconcert her. For her calmness and dignity she deserves much commendation. Teaching average, 95. E.

Miss Q. (class in Arithmetic) taught very well. The subject, repetends, was a difficult one, which required careful preparation on the

part of the teacher, and close attention during the recitation. Miss Q., conscious of this, made herself perfectly familiar with the lesson before appearing in class, and when pupils failed to explain examples from a want of knowledge, she was ready and able to give the necessary information. She marked judiciously. Teaching average, 90. M.

Teaching and Training.

"What is the difference between teaching and training?" is a question often asked by thoughtful teachers. "Are they synonymous terms, or do they express different ideas?" Let us examine them.

To teach is to communicate knowledge. Whoever instills a fact or thought into the mind of another is a teacher. The object of a mere teacher is accomplished when the pupil has imbibed the facts taught. Christ's sermon on the Mount is an example of simple teaching.

To train is to do something more than to teach. It includes teaching, because knowledge is the tool of the trainer, but it adds something to it. Training is using knowledge as the means to accomplish a higher end. That end may be intellectual or moral. The trainer may be aiming to develop the mental powers of his pupils, or he may be seeking to mould their characters. In the former case the training is intellectual, in the latter it is moral and religious.

There may, therefore, be a good deal of teaching with very little training, as there may be much knowledge with little wisdom. As by wisdom a man uses knowledge for the perfection of his own nature, so, in training, a teacher uses knowledge as the means of improving the minds and hearts of others. But while there may be teaching without training, there can be no training without teaching, because it is by the skillful application of truth to the brain and conscience that the trainer accomplishes his end.

The teacher should aim to be more than a mere teacher. He should study the art of using truth so as to make it effectual in influencing character; that is, he should study the art of training.

The day-school and the home, the latter especially, are the grand training circles.

To train a child successfully the teacher must understand both the truth and child nature. He must know the approaches to the head and the heart of his pupils, and in what manner truth can be made to illuminate the one and capture the other. Without this knowledge he may blunder into success; with it and the blessing of God he can scarcely fail to benefit his scholars.

For the Young Folks.

BOYS and girls are apt to eat ravenously when they eat, though not much can be said in its favor, either in point of politeness or health. Greedy eating is, however, characteristic of Americans, as may be seen any day in any of our large hotels and railway eating-houses. And you may, perhaps, have heard of the surprise of a Frenchman at for the first time seeing an American eating. He dropped his own knife and fork in utter amazement, while staring at Brother Jonathan, and at last exclaimed: "Pardon, Messieur, but vill you please to tell me eef dat ees your breakfaist or your dinnaire, vat you are eating!" To which Brother Jonathan only deigned the scornful reply of "You git eout!"

But this is to relate an incident in connection with eating, so unusual that it may well be recorded, as follows:

On a certain railway recently, a traveler was aroused from his morning nap, after traveling all night, by the stoppage of the train, the sound of the gong, and the conductor's voice: "Twenty minutes for breakfast, gentlemen!" Pell mell rushed the hungry crowd in to the dining-room. Not so, however, one, who though none the less hungry, was nevertheless all the more refined. He wanted first before eating—what d'ye think? His morning dram? No! He said he *wanted to wash*, and was willing to give up five minutes of the twenty for that purpose! Whoever thought of hungry railroad travelers thinking of such a thing, and as a consequence the poor man, after a vain search for washing conveniences, was compelled to eat unwashed and uncombed, or not eat at all! and hereby "hangs a tale."

Some boys and girls that we know of are not so particular as this traveler was, or as the Jews of old were,—though the traveler was apparently no Jew—about washing before eating, although, unlike him, they have every convenience at hand. All the boys who read this Journal are expected to have clean hands and faces, and never to eat so greedily as to astonish a Frenchman.

MORAL.—All railway breakfast-houses should be provided with convenient washing fixtures, because they are educators to cleanliness, and cleanliness is next to Godliness.

☞ In Prince George county the number of scholars attending the public schools, term ending April 15, was 1,401, showing an increase over preceding terms and years.

Address by the President of the Board of Public Schools for Somerset County.

THE Board of School Commissioners of Somerset county make no issue with private schools. On the contrary, we invoke their hearty co-operation, and the co-operation of every other influence in the county, in behalf of the common cause of education. Private schools are good as far as they go, but they do not go far enough. What we want, and what the interest of the State demands, is, not that ten or even twenty per centum of the population should be highly educated, and the balance left uncared for, and suffered to grow up in ignorance and vice; but, in the language of a distinguished philosopher—that all—all, should have the opportunity of becoming intelligent and virtuous "partners" in the Republic. In the language of the venerable Bishop Hopkins: "The interest which every citizen holds in the community is the correlative of the interest which the community holds in him. As a *partner*, he is bound to act for the benefit of the whole, and if he pursues his personal will in a way which is calculated to bring them into peril, he violates the implied compact which holds society together, and forfeits his right to be considered a member of the Commonwealth." We would add, a part is not equal to the whole, but that all the parts are equal to the whole, is a great mathematical truth which illustrates our position. Free schools are the keys which unlock the store houses of knowledge to the *masses* of the people. Open wide, then, the doors of free schools everywhere, as the only schools in which the masses have interest, and let them be as the common air we breathe—*invaluable* for their very commoness. This is the true spirit and theory of the system of free schools we represent, and to give it practical effect and force, we appeal to the ministers of the Gospel of Christ of every denomination, to make it a part of your most sacred calling, to ferret out every poor child in our beloved county, and use your influence with the child and parent, in getting the child to attend the public school, which has been provided for his benefit. We know no way in which you may better subserve the interest of Christ, and the spiritual and temporal interest of the poor destitute children around you, than by giving your prompt and efficient attention to this work. Oh! we don't realize, as we ought, the number of children that are to be found in every school district in our county—in our own immediate neighborhood—and under our own eyes, who are entirely uncared for and neglected,

as to their intellectual and moral improvement. The consequences to themselves and the community in which they live, of thus growing up in ignorance and vice—Oh! who can estimate it?

Ministers of Christ! You have the noblest profession that ever dignified human nature—it is as *responsible* as it is noble—and while our public school law has imposed upon every man, woman and child in our community new duties and new responsibilities, it would seem as if it had in an especial manner increased your responsibilities. This grows out of the very nature of your profession, the higher obligation to the law of Him, whom you, in an especial manner, profess to serve in all things. Your profession gives you in an especial manner access to to that class, mainly, to be benefitted by a system of public education —it gives to you influences peculiar to your office. While we look then, to all good persons for help and co-operation in the performance of our noble work, we do more especially lean on you for support. In this, we are happy to say, we will not be disappointed.

Come with us, then, and together let us lead these dear little ones, whom fortune seems to have frowned on, into the school room, where we may reasonably hope they will become confirmed in those principles and habits which will induce them to take the *next* step, *where* they will be numbered among the true disciples of Christ.

HENRY A. WHITE, *President*
Board School Com. Somerset county.

The Desolations of War.

IT is stated on good authority that in the late European war of only a few weeks' duration, the injuries to life and limb summed up as follows:

One hundred and sixty-four Prussian officers and two thousand five hundred and seventy-three men killed in action, one hundred and forty-three officers and five thousand four hundred and fifty-four men who have since died of their wounds, and five hundred and sixty-two officers and fourteen thousand six hundred and thirty men who have been wounded, but not mortally The Austrian wounded who fell into the hands of the Prussians numbered four hundred and eleven officers and thirteen thousand nine hundred and thirty-five men. The number of Austrians killed and wounded who remained inside the Austrian lines is, of course, not here known, but must have been very large. At Vienna the reports

of losses up to the first of August, detail a loss of two thousand four hundred and sixty-five officers of infantry and calvary alone, of whom one hundred and thirty-five were staff-officers. The number of Austrian unwounded prisoners, five hundred and eighty-two officers and thirty-five thousand nine hundred and thirty-two men. So by this estimate the total number of Austrian prisoners, wounded and unwounded, would be fifty thousand eight hundred and six.

Teachers have a good deal to do with the young "lusts" that breed "wars and fightings." "The things that make for peace," must be familiar in the school and nursery, if we would see them prevail in the city and the nation.

Salaries.

A CORRESPONDENT of the Cambridge, Dorchester county, *Intelligencer*, thus speaks of that great bug-bear, the salaries of school officers, in an article about school matters generally:

"Lastly, for this time, a great difficulty in the way of our success is that the salaries of *none* of our county school officers *justify* their giving that *time* to the schools which is absolutely essential, at this time, to their complete success. Very few of the schools are visited regularly and examined according to law. Now this is what we want: the law *carried out—practically applied*, not changed. We want no new school law, but we insist upon it that the present law should be carried into effect Most of the Commissioners give more time to the schools than their salaries justify, but this is not enough. A *regular*, *thorough* supervision of the school is essential to success The President especially should receive a sufficient salary to give his *entire labor* to the county. To this end *some* of our numerous taxes should be curtailed and the *school tax* increased. Then, with ill founded prejudices removed, cavillings hushed—with good teachers, *working* teachers, efficient and active school officers, and funds to sustain the school the entire year—we will soon find the intelligence of the State rapidly *increasing*, crime and pauperism rapidly *diminishing*, and the general welfare of the people secured."

☞Wine drinking and cigar smoking are bad habits. They impair the mind and pocket, and lead to the waste of time.

Object-Teaching.

SCHOOL men just now are becoming considerably exercised on the subject of object-teaching. There is undoubtedly an important point here. But we may miss it just as effectually by going too far, or by going in the wrong direction, as by stopping short, or standing still.

The term itself, "Object-Teaching," has led many astray. From this unfortunate word, and from the still more unfortunate methods of some half-instructed advocates and partisans of the system, many have been led to suppose that the scheme consists in merely teaching children objects—holding up before them bits of tin, or wood, or chalk, or cloth, or glass, or something of that kind, and getting the children to become acquainted with the qualities of these particular objects, the objects themselves often being such as it is comparatively of little importance for the children to know, or such as they already know perfectly. The children are of course amused by the clap-trap, and go to the school, as they would go to a pic-nic, for entertainment and amusement; and, because the children seem so fond of school, the uninquiring parent takes for granted that all is right, until after a trial of a year or two he wakes up some day to the discovery that his children, so far as any real intellectual progress is concerned, are exactly where they were before they began the experiment. We have seen this result in so many hundreds of cases, that we feel bound to enter a gentle caveat to the uninitiated.

The system, rightly understood, has eminent merits, and is founded upon a true philosophy of education. Any one who will watch the steps by which a human mind is developed, from its first feeble manifestations in infancy, to the full maturity of its powers in manhood, will find that God has ordained a certain order in the development of the mental powers, just as he has in the development of the bodily organs, or in the growth of a plant. The intellectual faculties which come first into play are the observing faculties,—those by which we become acquainted with the forms and qualities of external objects. Hence the duty of the educator, first of all, to train the bodily senses, and to induce in the child correct habits of observation. The perceptive faculties, in other words, are the first that require the teacher's attention.

Here it is that lessons on objects come into play. It is not so much the amount of knowledge of these objects, that is important, as the awakening and training of the mind to the use and the development

of its own powers. The differences between people in regard to their powers of observation are very great. We see it in witnesses in a court of justice. Two men are called upon the stand to testify to a transaction at which both were present. One of them can give no intelligible, connected, or definite account of the affair. If it was an affray in the street, although the whole thing was before his eyes, he does not know which gave the first blow, what particular word or words gave the provocation, what was the precise time of the occurrence, who were the bystanders, or any other circumstances that may enable a jury to understand the real character of the transaction. He merely has a confused notion that there was a big crowd and a muss, and that somebody was hurt. He does not know how to see or hear. He has never been trained to quick and accurate observation of what takes place before his eyes. The other witness, with no better opportunity of seeing, gives a straightforward, intelligible account of the whole affair. On hearing the exciting words "you lie!" he noticed who it was that uttered them, recollects he was a tall man, with a red vest and white beard, and wore glasses. On seeing a blow struck into this man's face, he noticed who it was that gave the blow, recollects that he had long black hair and a protuberance on one cheek; knows it was about four o'clock in the afternoon, because he noticed that the public school on the opposite side of the way let out just then, and the boys came running over. And so on. The man has learned how to see and hear. He has been trained to habits of observation.

The cultivation of the senses, and of the mental powers most immediately connected with the use of the senses, cannot be begun too soon, or insisted on too strongly. The use of visible objects for this purpose is one of the best means of accomplishing it. But many, led away by the pleasing excitement of the thing, unconsciously mistake the means for the end, and turn the school into a play-room. They forget, too, that this very power of observation, though confessedly so important, is, after all, the least important of our mental powers; that the powers of abstraction, of reasoning, of imagination, of judgment, are far higher in the intellectual scale, and that the perceptive faculties have their chief uses in the aliment which they gather for the nurture of the reflective and the creative powers. A man may have his observing faculties in the highest degree of perfection, like the American Indian, or the Arab of the desert, and yet be nothing more than an acute savage. It is only as he rises from this lower species of cultivation into the cultivation of the reflective and creative powers, that he becomes capable of the generalizations of science, and that he ever accomplishes truly great things.—*S. S. Times.*

Home Educational Intelligence.

Baltimore County—*Meeting at the new School House, No. 6, Fourth Commissioner District.*—The School Board, aided by liberal subscriptions from the citizens of the District, have erected a neat and substantial school house of brick; dimensions, 24x36 feet. It is after the plan prescribed by the State Board, furnished with Soper's patent folding-seat desks, seating eighty pupils, and leaving ample space for classes near the teachers' desk. There are few houses in the county more comfortable or convenient than this. On Monday, May 20, at 8 P. M., a large audience of ladies and gentlemen assembled to listen to addresses from the State Superintendent and Mr. M'Ginn, the President of the county School Board. The room had been tastefully decorated by the teacher, Miss Mackee, and all present were interested and instructed by the remarks of the speakers. The school system is very popular in this district. The best evidence of this is in the fact that during the last four years the number of children attending the schools has increased from 220 to over 450.

New School House Bell.—One of Register's forty-pound bells, costing over $25, has been purchased for the use of the Govanstown Public School. The contributions to this fund were as follows: John W. Treadaway, J. H. Prentiss, Chas. H. Nicolai, W. G. Marshall, Ruskell & Bro., W. D. Brackenridge, J. Thomas Treadaway, A. B. Fuller, Chas. Galeen, Geo. F. Wheeler, Wm. Rutherford, W. P. Prestman, A. D. Sanks, F. Hohn, each $1; G. Wilson, $2; D. Shroeder, 50 cts.; cash, by three, $1 each; by one, 25 cents; by the school, $5.26.

Whilst gratified acknowledgments are due all the subscribers for their liberality, special mention should be made of John W. Treadaway, Esq., with whom first originated the idea, which he has, by perseverance, carried into successful operation.

Teachers' Institutes.—During the month of May Institutes have been conducted by Prof. Newell, assisted by the Presidents of the School Boards, in Calvert, Montgomery, Talbot and Queen Anne's counties. An account of the proceedings will be given in our next number. The State Superintendent has attended the Institutes in Talbot and Queen Anne's. There is no feature of our School Law more valuable or more universally approved, by intelligent citizens, than that which provides for the assembly of the teachers for instruction in the duties of their important vocation.

State Normal School.—We are gratified to learn that, although nearly one-third of the students of this school graduated at the Commencement last April, the desks are all again filled by young men and women anxious to enter upon the noble work of teaching. We wish them all good luck. Give us competent teachers and our schools will rapidly advance. Graduates of the Normal School are cheerfully welcomed in every School District of the State.

Charlottesville, Va., May 16.—*University of Virginia.*—There are now 490 students at the University of Virginia. The following States are represented: Virginia, 219 students; Maryland, 39; Tennessee, 36; Alabama, 33; Georgia, 31; North Carolina, 24; Mississippi, 18; West Virginia, 15; Texas, 14; Missouri, 15; South Carolina, 12; Kentucky, 12; Louisiana, 10; New York, 3; Arkansas, 3; District of Columbia, 2; Florida, 1; Pennsylvania, 1; Illinois, 1; Nevada, 1.

The Constitutional Convention and the Public School System.—The committee on education is large, consisting of one member for each county and each legislative district of the city of Baltimore, making in all twenty-four members. There is no committee having in charge duties so important as those connected with the moral and intellectual training of the children of the State. We pray God to give the members wisdom to devise that which will prove of lasting benefit to our schools.

The following extracts are from the correspondence of the Baltimore *Sun*, May 20 and 22:

"The committee on education have resolved to recommend the change of the present common school system of the State, and granting the privilege to the city of Baltimore to maintain an independent system of public instruction as formerly. The committee on education held a session this morning, each member submitting his views in writing. The prevailing opinion was that the education clause in the constitution should be made as brief as possible, and all the details of the system be left to the Legislature to perfect. It is supposed that the committee will agree in recommending that not only shall the city of Baltimore have the privilege of maintaining an independent system, but the same privilege shall also be enjoyed by all the counties, the boards of superintendents to be abolished, and the city and each county to pay only its own school tax, and to prescribe what it shall be." [A uniform system for the State, if not under some general direction,

ought at least to be preserved. What has been gained in advancing popular education in the State by the present system, should not be lost, as it inevitably will be, to a more or less extent, by a complete and sudden change.]—Eds.

Male School of Design of the Maryland Institute.—The annual commencement of the School of Design, at the close of the seventeenth session, took place at the hall of the Maryland Institute, Wednesday evening, May 22, and was attended by a very large audience of ladies and gentlemen. Previous to the opening exercises, the drawings of the pupils were examined by many of the audience, who expressed the high gratification they experienced at the proficiency shown, and the very excellent evidence of study and skill exhibited. The order of exercises was agreeably interspersed with music from the orchestral band of the Institute.

After a prayer by the Rev. J. N. M'Jilton, the report of the principal of the school, Professor D. A. Woodward, was read by N. H. Thayer, Esq. In his report he says that time has unfolded the true merits and importance of this branch of the Institute's fostering care. At the same time we are admonished of the increasing inconvenience and inadequateness of the rooms and their appointments for the accommodation of the large number of young men who apply for admission.

Many of the studies and models have become so defaced by continual use, year after year, as to render them almost useless. He urges the necessity of early procuring a new set of both round and flat studies, in securing the prosperity of both day and night schools. The graduating class originally consisted of twelve members, one of whom (John W. Maughlin) has been removed by death. It is a subject of regret that the number composing the architectural and mechanical classes should appear so small. A class for marine architecture, as a permanent branch of the School of Design, has long been considered as one of importance to a large number of Baltimore mechanics.

John H. B. Latrobe, Esq., then delivered an address to the pupils generally, but more especially to the graduating class, which was of a most entertaining character to the entire audience. This was followed by the reading of the names of those in the order of merit, by James Young, Esq.; the delivery of the diplomas to the graduates, by W. W. Maughlin, Esq.; and the delivery of the Peabody premiums to those of the graduates to whom they had been awarded, by Joseph Cushing, Esq.

Department of Public Instruction, Md., *Baltimore, May* 22, 1867.—At a meeting of the State Board of Education, held May 18, the following orders were passed:

Ordered by the State Board of Education, That the several School Commissioners of each county shall actually and permanently reside within the limits of the county for which they are appointed, and that a removal from the county, by any commissioner, will vacate his office.

Ordered, That a printed copy of this order be sent to each School Commissioner throughout the State.

A true copy, test, W. Horace Soper, Clerk State Board of Education.

Allegany County.—John Miles Standish has been appointed School Commissioner, vice O. Perinchief resigned. His postoffice is Frostburg.

Worcester County.—Edward E. Davis has been appointed School Commissioner, vice S. C. Seabreeze resigned. His postoffice is Salisbury.

The American Naturalist, is the title of a beautifully printed new monthly magazine of natural history, published by the Essex Institute, Salem, Mass., at $3 a year, with which we are well pleased. It covers a new field and must prove a success.

Littell's Living Age.—This old established magazine still holds on its way prosperously. See advertisement.

The Sunday School Times, Phila., we know to be a first class paper, edited by Prof. John S. Hart and I. Newton Baker. Its publishers, Messrs. Garrigues & Co., are offering various valuable premiums, among them Webster's illustrated unabridged dictionary, to all who will solicit subscribers to their paper. Price $1.50 per annum. A descriptive list of the premiums, also sample copies of the paper, with full instructions, will be sent free, on application to the publishers.

Reminiscences.

We expect to present in these pages readable sketches of scenes in the school-room which may be suggestive to teachers and parents, and amusing to the young folks.

Solomon says "Spare the rod and spoil the child;" but Solomon was an old fogy, and in these modern days the rod is in some places taken out of the teacher's hand by law!

In the days of "Old field school-houses," when the master knew but little but how to flog, it was customary in many places for the mammas to line and wad the backs of the little ones' garments in various ingenious ways, so that the birch should not be felt.

From a Prison Cell.

A QUARTO sheet called the *Sunbeam* is edited, printed and published by the inmates of the New Jersey State Prison at Trenton. Hence there is something very spicy in the following advertisement which appears in the first number:

☞WANTED—At this office, a practical printer, who will find a pleasant and permanent position! No outsiders need apply.

But there is another article in the same number, written by a convict, from which we take a single paragraph:

"There are many who can see no reason for showing mercy to the transgressor of the law. To such I would say look around you and behold the thousands of rum shops and houses of disrepute that cover the land. On every hand, like demons of destruction, stand these promoters of crime and degradation, ready to fleece the pockets of the unwary, and by administering to their worst passions, fill their cup of misery in this world, and cause their eternal damnation in the world to come.

Remove these temples of shame and licentiousness from our midst, and crime will decrease, virtue be cultivated, and where only crime and corruption now exist, there will be found peace and happiness, and one man may not fear another.

The chief provocative of crime, as well as the grand source of pauperism and wretchedness, are found in the places to which the unhappy convict has traced them, and they educate the people more rapidly for evil than the teachers in our schools do for good."

Prompt Obedience.—No children are ever so happy as those who have been early taught implicit and immediate obedience to a parent's wishes or commands. Would that parents more universally felt that when they suffer their children to disobey them, they are absolutely teaching them to sin against God by breaking one of His commandments, and one to which the promise of long life is given.

Good.—General Sickles, in South Carolina, has issued an order prohibiting the distillation of spirits from grain in his military district.

School Funds.

THE general appropriation bill passed, at the late session of our State Legislature, sets aside the following sums for educational purposes:

"For donations to colleges, academies and schools, thirty-one thousand five hundred dollars; for the use of free schools, including the bonus from banks, dividends from stock standing to the credit of the free school fund, and so much of the tax on passengers on the Washington Branch of the Baltimore and Ohio Railroad, as has been substituted for the surplus revenue, seventy-five thousand dollars; for the education of the deaf and dumb, seven thousand five hundred dollars; to the Agricultural College, six thousand dollars; *provided*, That none of the appropriations to colleges, academies and schools shall be paid to any such institution, unless said institution shall, before the twentieth day of January, eighteen hundred and sixty-eight, make a full report to the Comptroller, as required by section four of article eighty-four of the Code of Public General Laws."

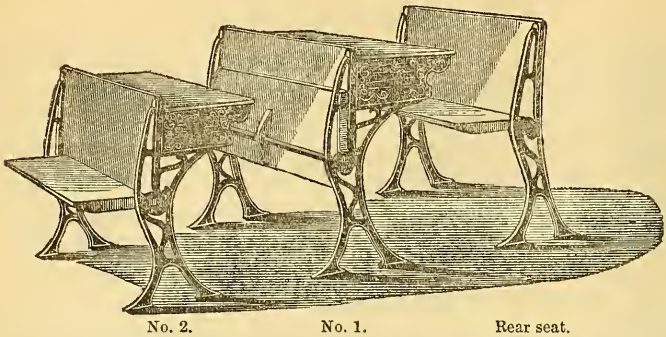
This is in addition to the special State school tax of fifteen cents on the hundred dollars, which was continued, and to several county local laws authorizing a special school tax.

USEFUL HINTS TO TEACHERS.—That which a man finds, which he discovers by the use of his powers, guided but not superseded by the teacher's, that he possesses, and that alone. He is not a receptacle to be filled with knowledge; he is a living organ to be drawn forth to discover it. Truth meets the seeker, just when his search, his desire, is strong enough to take possession of the prize. The pouring in system, as if young souls were jars in which the honey of knowledge could be easily stored for profitable use, flies in the face of the method of Providence. The drawing forth the faculty is the first half of knowledge, and the end of knowledge when won, is the leading forth the facilities to a fresh discovery of a larger share.

MARYLAND AGRICULTURAL COLLEGE.—Captain Chas. L. C. Minor, of Hanover county, Va., has recently been appointed to the presidency of the Maryland Agricultural College, and will enter upon its duties the 1st of October next. The compensation attached to the office is a salary of $2,500, and the use of a house. Captain Minor is a gentleman of high character and attainments; a master of arts of the University of Virginia, and a teacher of considerable experience. We congratulate the college upon his selection.—*Richmond Whig.*

CLOSING SEAT SCHOOL DESKS,

Patented to W. H. SOPER, March 31st, 1863.



No. 2. No. 1. Rear seat.

We invite the attention of all persons connected with Schools, Academies and Colleges, and all Dealers in School Furniture to the recent valuable improvements in School Desks, the Primary School style of which is illustrated in the accompanying cut. They combine more advantages than any other, are more substantial, occupy less space and afford greater facilities for class exercises. The Closing Seat, which is the crowning feature of this improvement, is so constructed as to promote both the health and comfort of pupils; the back being inclined and curved, is adjusted to the shape of the spinal column, and gives its support just where most needed. The arrangement for folding the seat to form aisles between all the desks, is very simple and not liable to get out of order, affording great convenience for cleaning the room and for light Gymnastic Exercises. We make both Double and Single Desks, which we designate as follows: High School Nos. 1 and 2 with lids to raise; Grammar School Nos. 1 and 2 with shelves for books; and Primary School Nos. 1 and 2 with shelves.

☞ **The Names indicate the Style of the Desk, and the Numbers the Size.**

It frequently occurs that some small Desks are required in a High School, and some large ones in a Grammar or Primary School, hence *these names do not indicate the sizes required.* The dimensions of all the Desks are given in the annexed Price List, and purchasers are requested to examine the sizes before sending their orders. When Desks are to be shipped to a long distance, they can be sent *knocked down*, packed in a very small bulk to save freight and guard against damage.

HIGH SCHOOL DESKS—SIZES AND PRICES.

No. 1.—Length 4 feet, width 18 inches, height of side next to pupil 2 feet 5 inches, height of seat 17 inches, space occupied by Desk and Seat 2 feet 7 inches wide, and 4 feet long, adapted to pupils from 14 to 20 years of age.....Price $14 00

No. 2.—Length 3 feet 6 inches, width 16 inches, height of side next to pupil, 2 feet 2 inches, height of seat 15 inches, space occupied by Desk and Seat 2 feet 5 wide, and 3 feet 6 long. Adapted to pupils from 12 to 16 years of age.....Price $13 00

GRAMMAR SCHOOL DESKS.

No. 1.—Length 3 feet 6 inches, width 15 inches, height of side next to pupil 2 feet 4 inches, height of seat 16½ inches, space occupied by Desk and Seat 2 feet 4 wide, and 3 feet 6 long. Adapted to pupils from 12 to 18 years of age..... Price $9 00

No. 2.—Length 3 feet 1½ inches, width 13½ inches, height of side next to pupil 2 feet 1 inch, height of seat 14½ inches, space occupied by Desk and Seat 2 feet 2 inches wide, and 3 feet 1½ long. Adapted to pupils from 8 to 12 years of age. Price $8 50

PRIMARY SCHOOL DESKS.

No. 1.—Same size as No. 1 Grammar.....Price $8 00
No. 2.— " No. 2 " ..... " $7 50

REAR SEATS.

For High or Grammar School Desks, either size ....Price $6 00
For Primary School Desks, either size ..... " $5 00

☞ An extra seat is required for the rear end of each row of desks.

Ink Wells inserted at 20 cents and at 30 cents each. The first has cast iron hinged cover, the second, brass case with sliding cover, both have glass cups.

SINGLE DESKS.

We will make single Desks when ordered. The sizes will be correctly proportioned.

High School, No. 1.....	$10 00	Grammar School, No. 2.....	$6 50
" " No. 2.....	9 50	Primary " No. 1.	6 50
Grammar School, No. 1....	7 00	" " No. 2.....	6 00

MANUFACTURED AND SOLD BY

S. S. STEVENS & SON,

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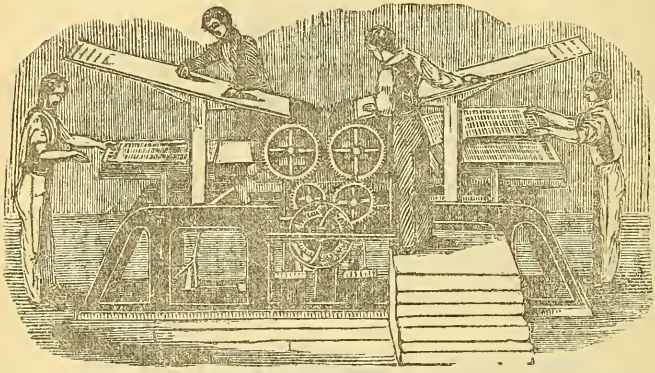

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On motion of Dr. MCJILTON, it was

RESOLVED, That an application, signed by the President and Secretary of this association, be made to the General Assembly for a subscription of fifty copies for each of the counties and the city of Baltimore, to be circulated by the city and county boards.

Thus you will perceive that this journal is to be published under the auspices, and with the sanction and approval of, the State Association, and will be the organ and advocate of our uniform system of public instruction. It is not designed, however, to restrict its sphere to this, but to make it readable and acceptable both in the family and the school, serviceable to all teachers, parents and pupils.

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MARYLAND

EDUCATIONAL JOURNAL,

A SCHOOL AND FAMILY MONTHLY.

VOL. I. BALTIMORE, JULY, 1867. No. 3.

Natural and Acquired Ability.

THERE is a material difference between natural and acquired ability. The consideration and proper estimate of this difference is necessary in successful teaching. It frequently occurs, in the management of childhood, that the natural ability is obscured and crippled in the effort to impart that which is to be acquired. And it as frequently occurs that the effort to impart the ability which is to be acquired is not commensurate with that which is natural in the learner. The teacher of the most limited experience knows that one pupil is possessed of more natural ability than another. It follows as a natural sequence, all things being equal, that such pupil has greater facility for the accumulation of knowledge and acquired ability than others. On the other hand it is known to the teacher, even of limited experience, that one pupil may have much less than the average of natural ability. It follows in this case as in the other, as a natural sequence, all things being equal, that such pupil has less than the average facility for the accumulation of knowledge and acquired ability.

From the facts just stated an exigency arises that has puzzled the wits of multitudes of teachers. How shall the work of the schoolroom be ordered so as to afford proper facilities for the pupil of the inferior natural abilities and at the same time admit of progress to the extent of his capabilities in the pupil possessing the superior natural abilities? The system of education that operates equally and with an equality of success in both these relations, must be that which makes the closest approximation towards perfection. It is probable that such perfection in a system of education may never be reached. In relation to the variation in the quality of its mental ability, the human mind has received its impress from its Creator. Although the Creator has made of one blood all the nations of the earth, yet that one blood flows in varied

qualities through the veins of those which it animates. There are not only various qualities of blood in the different forms of animated nature, but there are various qualities of blood in the same form of animal organization. There is one kind of blood of men, another of beasts, another of birds, another of fishes. In all these forms of animated nature there are *kinds* of blood peculiar to each. But the race of mankind is composed of one blood or one kind of blood. All are descended from a common stock. In this one blood or one kind of blood there are various qualities. Of course there are various compositions of brain and nervous fluid, and from these various kinds of brain and nervous fluid there are given off various qualities of animal spirits. The process of the living principle from the brain and nervous fluid to animal spirits, and from animal spirits to the mental faculties, is not to be traced by human knowledge. In this department our physiological discoveries are very limited. The subject is obscure. We know enough, however, to assert the belief that the blood has its effect upon the mental powers, and that the quality of the mental powers depends upon the quality of the blood. There is a fearful warning in this relation of the care that should be exercised over the blood and its associations. If the blood be polluted or diseased, the disease works upon the system. It has its effect upon the brain and nervous fluid, upon the animal spirits and upon the intellect. Certain immoralities, as inebriacy, &c., pollute the blood. The consequences that follow are natural. The polluted blood of the parent descends through his offspring to the third and fourth generation, and perhaps to more extended generations.

The physiological relations are consistent with the fact, that there are various qualities of mental power and of natural ability to be dealt with by the teacher and trainer of incipient humanity. The most prominent and most important inquiry of the relation is, how shall the system pursued in the school room be ordered so as to insure the best possible progress to all the different grades of natural ability that appear?

In the reply to this inquiry two points of especial interest present themselves.

First—The system pursued in the school room should not obscure nor prevent the development and progress of the natural ability of the learner.

Second—The system of the school room should be so ordered that it may insure the development and progress of the natural powers to the extent of their ability.

In the consideration of both these points at once, it may be said that in the pursuit of an intellectual system of mental training untrammeled by a too fettered and slavish use of text books, the object may be, in an extended degree, if not perfectly, accomplished. The development of intelligence in different degrees is not altogether incompatible with the progress of the class. A class average of intellectual progress may not be determined, but a class average of study may. In this class average of study a most delicate point is to be settled. The average must not be too high for the lowest grade of mental power, while it must not prevent the progress of the highest. Let the work of education be pursued as nearly as possible upon the average, and while every proper aid may be given to the lowest grade of intellect, let the highest pursue its course undisturbed. The result will be witnessed in the brilliant development of the highest, and the best that can be produced in the lowest grade of mental ability.

This working upon the proper average of intellect is the best that can be done by the school appliances. In this relation great watchfulness is necessary for the purpose of advancing the proficient pupil to a higher grade whenever his attainments will justify it. The brilliant intellect is disgusted, dispirited and crippled by association in class connection with minds of inferior grade, when those minds operate as hindrances in the progress of his own. Measures must be pursued that will allow the pupil to maintain his position as nearly as possible with minds of equal, or of nearly equal ability with his own Rapid promotion may accomplish the object desired in his continuous advancement.

Another difficulty, quite as formidable as this of working the different grades of intellect necessarily associated in the same class, arises from the fact that in the same mind there are frequently different degrees of capability as regards its several subjects of study. A mind may be capable and brilliant in its pursuit of mathematical science, while it may be deficient in the ability to acquire a knowledge of language. How shall the teacher work the deficiencies so as not to retard the powers in the branch or branches most readily mastered? The taste or inclination of the pupil may find some attractions in one or more subjects of study than in others. The mystery of taste and inclination is inscrutable. But still the taste and inclination may be wrought upon and modified, and entirely changed. This labor of refining and modifying and changing taste and inclination is one of the most interesting and important features of the educational process. The teacher that can work this department well, will hardly ever be

heard to complain of the different grades of material that may be associated in a class.

It is not by any process of machinery, nor by any especial or general use of the text books, or any of the usual appliances of the school room, that the taste and inclination of the pupil are to be modified and improved. This is the work of the teacher's intelligence and experience. And the intelligence and experience necessary for the pursuit are those of constant and intelligent observation. It is this sort of observation that makes experience for the teacher; and the experience thus made is the capital for the teacher to work upon in order to insure success. It is in the lack of this experience that the teacher finds himself incapacitated for the management of the different grades of ability that he is obliged to place in the same class. More in this, than in the grades or tastes and inclinations of the pupils, does the teacher find his trouble. When the difficulty arises, were the teacher to study how he should work his own powers as well as those of his pupil, he would find himself partially, at least, if not fully relieved from his dilemma. In the working of the intellect of the class, let his own work in with it, and let there be, as it were, a common stock of intelligence, to be wrought through the minds of the members of the class, including the teacher. This is class development, and it may work a sort of equality of grade by the intermixture of all the grades. This may be done so effectually that while the experience and intelligence of the teacher may be thrown in with the less degress of the same, possessed by the other members of the class, the design may not be discovered. As a member of the class, the teacher must cease to be a master or a mistress in the usual application of those terms. He must mingle intelligence and purpose with the pupils. He must develope intelligence as though it came up through the efforts of those engaged in the interchange. In this sort of labor the teacher may use the brighter intellects of the class in the removing of deficiencies and the development of the proper medium or average of mental power.

J. N. M.

Amos Lawrence said, when asked for advice: "Young man, base all your actions upon a principle; preserve your integrity of character, and in doing this, never reckon the cost.

☞ Most persons' ideas are adopted children—few brains can raise a family of their own.

Music in the Public Schools.

BEING AN EXTRACT FROM A LECTURE UPON MUSIC, *May* 24, 1867.

IT used to be said "all roads lead to Rome;" with your speaker all subjects are pertinent to schools. Music is not so remote, however, that I should apologize for connecting it with the subject of public instruction. Among the Greeks—a people who, of all others of antiquity, if not of all time, reached the highest degree of intellectual development—music was esteemed a part of a liberal education, as leading, by means of harmony and rhythmical proportion, to the purest elevation of mind and moral restraint. It was not an object, but a means of education. They considered it an indispensable accomplishment of their heroes. Achilles, their ideal of chivalric excellence, was taught music by Chiron. In the age of Pericles, when the Grecian mind reached its perihelion of greatest illumination, to be ignorant of music was considered a disgrace. The Pythian games—those games which had such influence in fostering national sentiment, and advancing national culture—were, in the first instance, musical contests only. The ancient gymnasia, both among the Greeks and Romans, were for the exercise of music as well as for rhetorical and other studies. Plutarch says that whosoever shall in his youth addict himself to the study of music, if he be properly instructed therein, shall not fail to applaud and practice that which is noble and generous, and detest and shun the contraries—music teaching those that pursue it to observe decorum, temperance and regularity. In the middle ages, it made part of what was called the *quarivium*—the four branches of a learned education, arithmetic, geometry, astronomy and music. In modern times, those nations and states which are most advanced in general intelligence, and in the science and art of education, have introduced music into all their schools. Germany, now leading the world in every branch of human knowledge, and whose system of popular instruction is most perfect, requires all her children to be taught music. America—at least that portion of America in which the education of the people is most widely diffused and highly appreciated—is following her example, so that now, throughout the North and West, from thousands of school houses, in city and village, on hill-side and by road-side, daily is heard the song of happy children—made happier, and therefore better, by their songs. Nor is our own county altogether silent. We too have caught up the strain; so that now, here and there, in this, our beautiful Talbot, as you ride

the roads, you may hear, at certain periods of the day, the shrill voices of our children, mingled with the deeper tones of our teachers, awakening unwonted echoes in the still woods, and if you have a spark of sentiment in your nature, awakening responsive echoes in your hearts. He must be callous indeed who does not feel the calming, soothing, subduing influence of such song. Children are not of sterner stuff than men.

The use of music in the schools for its purely physiological effects, apart from its moral and intellectual benefits, and from the pleasurable gratification which it affords, is appreciated by all enlightened edutors. The activities of children, restrained by the necessary confinement and discipline of the school, the loss of which is shown by their impatience, inattention, restlessness and disobedience of commands, in the exercises of the voice by musical utterance, are satisfied, and the nervous equilbrium restored; they seem to serve as conductors to carry off, without injury to the discipline of the school, the overcharge of cerebral electricity.

We, the school officers, are trying to do our part in popularizing music, by introducing it into our public schools. We are employing it now as a means of discipline, rather than making it a subject of study—as an aid to the teacher by adding to the pleasures of the pupil. As we are banishing the rod, the emblem of authority and the object of fear, so we are bringing in the *baton*, the emblem of concord and harmony. Old Fuller said of music: "Horses do more for a whistle than a whip, and by hearing their bells jingle away their heaviness." If horses, how much more children?

If the good people of this county will give us the means, we will have music taught in every school from the Chesapeake to the Choptank, and we will cause every little pupil who is now fretting his soul over his spelling book, or breaking his heart over his arithmetic, to burst forth some time in every day in jubilant song. Our school rooms shall no longer be places of gloom and solemn seriousness, where every emotion is quenched but that of fear; the teachers' voice shall be pitched in another key than that of severe command, and utter something else than harsh reproof; the ferule shall beat time to other music than the childrens' cries. When we can bring our two thousand children, who are, or should be, in our public schools, into this town upon some Fourth of July, after all the angry passions of the hour shall have subsided, when men have ceased to hate each other, and think their fellows villains, because they differ in opinion; when we *all*, of every phase of sentiment, can unite in one hearty celebration

of the nation's natal day, when we can bring these two thousand children here, and make them sing some ballad of the affections, such as "Home, Sweet Home,"—some song of patriotism, such as the "Star Spangled Banner," or some psalm of devotion, such as the grand hymn of Pope:

"Father of all, in every age,
In every clime adored,"

we then shall know that we have not failed in our efforts in behalf of popular education—we shall believe that we have done much for the establishment of sound morals, the fostering a sincere love of country, and for the promotion of pure and undefiled religion in this county; more perhaps than has been done for us in a quarter of a century by all the essays of philosophers, all the harangues of demagogues, and all the homilies of our ghostly fathers.

Montgomery County Teachers' Institute.

AFTER delays incident to all new undertakings of magnitude and difficulty, the first Institute for Montgomery came off at Rockville on the 9th and 10th of May. The novelty of such a convention in this part of the State, the want of travelling facilities to aid in bringing the teachers to a central point, and a general sense of *undeveloped sympathy* on the part of the community towards the undertaking, had tended to produce in the minds of the persons responsible for the affair, a natural apprehension in regard to its success. In consonance with this gloomy foreboding, and, as if to ensure its fulfilment, the weather at the commencement was exceedingly unpropitious.

It had been arranged that the Institute should be continued for three days; but the first day was entirely lost in consequence of the storm that prevailed. Professor Newell, of the State Normal School, came on, however, through the rain, and found three or four teachers whose zeal could not be damped by mud or tempest, waiting in comfortable quarters at Mrs. Almoney's Hotel. Thursday, the 9th, was favorable. The teachers came gradually in; and, at about 11 A. M., the Institute was formally organized in the Court House. The Rev. Mr. Cumsten was invited to open the exercises with the solemnizing influences of prayer; invoking that divine aid, "without which no true success can be, and with which success is certain."

The President of the County Board then welcomed the teachers to this their first public association. He referred to the isolated condition of their life, and impressed the supreme importance of union and co-operation, through which would come power and influence. He explained that the Teachers' Institute is a Normal School on a smaller scale: a place where teachers come to be taught how to teach. Trusting that the idea of becoming learners would not wound their vanity, that they were not of the number of those who "can't be told anything more about their profession," he reminded them that "the wider the circle of human knowledge becomes, the more points does its periphery touch of the vast unknown which encompasses it on every side." The teachers were further reminded, that they were there to learn, not only of the officers of the meeting, and the gentlemen who were expected to address them, but of one another. In his frequent visits to their schools, the President had always been able to gather useful ideas for himself; and never failed to observe that each teacher practiced some method of his own, which would be useful to others to know. Therefore, they could see the advantages of bringing this knowledge together, and casting it into a common heap, from which all might draw something beneficial to themselves.

The introductory address of the President was followed by a lecture on teaching arithmetic, delivered by Benjamin Hallowell. This veteran in the science and practice of education, impelled by the deep interest always taken by him in the promotion of the great cause, had cheerfully consented to lend his efficient assistance to ensure the success of the first Institute held in his own county. The three practical addresses with which he favored us, were listened to by the teachers, and a moderate, but highly respectable audience, outside of the bar, with the liveliest attention and interest.

The presiding genius of the Institute, Professor Newell, then gave an explanation of the design and objects of such convention, and the course pursued in their practical working. The morning session concluded with a lecture from Mr. Hallowell on the mode of teaching grammar; in which the teachers were made to understand, that they must not depend on their text books in illustrating this great branch of science. It is necessary to *impress* on the scholars the *nature* of *language*, and the *connection* and *difference* between *words* and *things* In teaching grammar, we must regard language as *a structure*, and point out the essential uses of the several parts.

The afternoon session was opened by a discussion upon arithmetic. Several teachers gave their views in regard to the proper method of

teaching fractions. Lady teachers continue diffident. A trial of skill in adding several columns from Walton's cards, resulted in obtaining answers, about half of which were correct. The suggestion was made that this was more a trial of nerve-power than of arithmetical skill.

The subject of reading was introduced by some remarks of the President, who seemed to consider this important branch of learning as being the worst taught of any in our schools. A great difficulty that meets teachers at the start, arises from the bad habits into which children fall while learning to talk. The responsibility for this defect does not rest upon teachers; but they are called upon to use their strongest efforts to prevent the formation of bad habits, and to correct them when formed by observing the following rules: First, to read the lesson with great care before the scholar is suffered to attempt it. Children are imitative creatures, and this active faculty must be called fully into play. Secondly, to give them no sentences to read which they cannot understand. Thirdly, to remember that a single sentence, read just as it should be, is more conducive to progress in the art, than many pages read in the usual slovenly manner.

In the familiar discussion which arose on this topic, it appeared that most of the teachers practice the method of putting the young pupils to reading at once, and carrying on reading and spelling in parallel columns; while a few still adhere to the (happily) antiquated system of taking the scholar through the long, dull columns of the spelling-book, before allowing him to read.

The subject of geography was very neatly introduced by an essay from one of the lady teachers, in which the writer dwelt on the importance of map-drawing. She also drew several maps on the blackboard, demonstrating the advantages of the system employed by Apgarth. Professor Newell strongly recommended the little book by that author.

The Institute then adjourned for the day, leaving the impression of a very pleasant commencement of its labors.

In the evening, the teachers re-assembled in the Court-room, with the object of organizing an association. They had a pleasant and successful time, their deliberations being enlivened by vocal music, in which several of their own number, and some gentlemen from the town, participated. The result was the formation of a Teachers' Association, which is to meet quarterly in different districts of the county, and hold its annual meeting at the time of the Institute. Over twenty dollars were paid in to defray expenses, and form the nucleus of a library. Rev. Geo. W. Israel being elected President, and Mary P. Coffin Secretary.

The second day's session of the Institute commenced under favorable auspices. Twenty-nine teachers were in attendance, and the outside audience had increased. Professor Newell commenced the exercises with a lecture upon object lessons, which riveted the attention of all persons in the room. All felt that a new and important method of instruction—nature's method it might well be called—was here opened to view. It is a method which needs no costly apparatus nor text books, (indeed the professor was severe in denouncing text books in general, as they are at present indiscriminately used.) Nature offers all the apparatus necessary for this sort of lessons, flinging it everywhere around us. The professor took an egg for example, and convinced his hearers, somewhat to their surprise, that they had a great deal to learn yet about the simple things of nature.

A lecture on School Management, by Benjamin Hallowell, furnished the next intellectual treat. Nay—it was something better than that: it was addressed to the highest and best feelings of his audience, who evinced their deep interest by the most concentrated attention. Lessons drawn from long experience, illustrated and enlivened by many personal incidents, all going to prove the two cardinal doctrines of the speaker—that self-government is essential to governing others, and that love is indeed the fulfilling of the law. These lessons were delivered in such a way as to sink deep, and not soon to be forgotten.

Charles Abert, Esq., one of the School Commissioners of the county, delivered the closing address, in which the duty of imparting moral and religious instruction in our public schools was strongly urged. The address was very favorably received, and served as an impressive termination of our exercises.

The teachers seemed loth to depart, until assured by the professor and the President of the County Board, that *this* must *not* be their *last* meeting. We must not omit to mention that Mr. E. B. Prettyman, Clerk of the Circuit Court of Montgomery county, in a neat and appropriate address, assured the members of the Institute of the interest taken in their proceedings by the community generally.

The sessions of the Institute were favored by the presence and countenance of the Chief Justice of our State, who extended a liberal hospitality to its members. The State Superintendent, greatly to his own and our regret, was unavoidably detained while on his way to attend our meeting.

So ended our first Institute, leaving on the minds of all who attended it an impression of decided success. The time was too short to allow of anything like a full course. The familiar discussions with

the teachers, which promised to be so interesting and instructive, were necessarily cut short; many important topics were not touched upon, but a good beginning was made. Enough was done to show that there is no feature of our school system, nor of any system of public education, which is calculated to produce so much benefit in proportion to the time devoted to it as the Teachers' Institute.

Personal Character as a Qualification of the Teacher.

Part of the salutatory address to a Teachers' Institute, May 20, 1867.

PART I.

* * * * * * * * *

THE science of education must pass through all the phases of the other sciences. It was once a series of formulas, transmitted from age to age—it entered the speculative stage, and teachers drew their rules from premises themselves assumed. It is for us to regard it as a positive science. We must disregard tradition and ritual, as of no binding force; we must adopt observation and experiment, guided by right reason, as the genius of our law. You, gentlemen, are *school men;* but there is no need that you should be Aristotelians; Baconians, you should be, in your methods. The philosophy of the middle ages is not the philosophy for us. We must not fear to put everything to the test of experiment, however great may be the authority by which it is supported, or however old the custom by which it is sanctioned. The laws which govern the growth and operations of the human mind are as definite and as general in their application as those which apply to the material universe; and it is evident that a true system of education must be based upon a knowledge and application of these laws. You have in the school room the best field for the study of those laws. Not from a study of mature forms only does the zoologist derive his knowledge of the animal creation; not from a study of the flower and fruit only does the botanist obtain his knowledge of the vegetable world. The mind has its embryology, as has the body, and to you is given the opportunity and privilege, while observing the evolution and development of its various faculties and powers, to study its laws.

The art of teaching, though among the first of arts in the order of time as in dignity, is yet rude and inchoate. Not so the other arts.

The sculptor from the rough block rivals the breathing image. The painter, with a few pigments, makes the canvass live. But the art of fashioning the human mind, of giving shade and color to human thought, has not reached that admirable perfection—its efforts are but the misshapen images which childhood forms. Many a fair block of marble was wasted before

"The bending statue, which enchants the world,"

stepped forth; many a fine breadth of canvass was spoiled before the *Madonna del Sisto* won that adoration for the portrait, which it was meant to inspire for the person, of the Virgin mother. But what of these? They are but losses of insensate stone, or a little colored earth, and linen web. But who shall count the cost of that upon which the teacher works? Who can estimate the losses from those rude and unskilled workmen, who for thousands of years have been hacking at the unformed mind of man, and making of it not Apollos, slaying the Pythons of wrong and violence; not Minervas helmeted with wisdom; not Graces cinctured with the wreaths of beauty; but ghastly images of gorgons and chimeras dire? Who can set value on the damage done by those who have been bedaubing and smearing the fair and virgin canvass of the soul, making foul and beastly pictures, and calling them divine? Such work, gentlemen, you are not content to do. You are aiming at higher and better things. In teaching, we study not the "old masters;" we fly to nature, and he only is our master who will teach us nature's method. We have invited you to this, our *studio*—this, our *atelier*. Here we mean to study together our art; here we hope to learn that nobler sculpture than that in stone—the plastic art of moulding youthful mind; here we hope to learn a finer limning than that of brush and easel—the giving the lines and lineaments, the caste and hue, of human souls.

But this "must give us pause." The moulding youthful mind—the giving cast and hue to human souls! Do you remember that the image which the sculptor forms is in his mind before it is embodied—that the statue is but a marble thought? Do you reflect that the painter copies but the pictures painted within his brain. Do you remember, too, that the clay with which the sculptor moulds his beautiful conception receives and retains the impress of his hands—the very finger marks? Do you remember that the style more than any signature betrays the artist's touch and name? The children committed to our care

"We form like wax, and mould them as we will."

We stamp upon them our own image, and this we do whether we will or not. Their minds are like the sensitive plates of the photographer—they receive the impress of the object that is placed before them, whether that object be base or noble, foul or beautiful. You, yourselves, teachers, are ever before them. You ineffaceably and inevitably daguerreotype upon their souls your image in all its symetry, or in all its deformity. Your character is lined upon the sensitive plate of their minds, as you stand in the field of that powerful camera, the school room. Take care what position and what expression that character maintains, that you perpetuate nought but grace, nought but what is gracious. * * * * * *

But, fellow-teachers, however valuable these institutes may be as temporary normal schools, in which you are to receive instruction in the art of teaching; however valuable they may be in affording association and intercourse between those following the same profession; however valuable they may be in fostering professional ardor, pride, and emulation, (and I would not undervalue them in any of these particulars, but would add my voice to yours in commendation of them,) let us not forget that they fail to reach one end—they cannot impart that first, that best, that highest and indispensable qualification of the successful teacher, *personal character*. This is a qualification which cannot be obtained from books, or be imparted by teachers. It cannot be infused from without, but the whole man with it must be, as it were, suffused from within. It is a something which, if you do not already possess, you will fail to gain it here, at this institute. But this you may learn, whether this qualification is within you. If you find it wanting, I charge you to shun these precincts.

The Frugal Teacher.

A TRUE STORY IN VERSE.

While a certain school off'cer was making his round,
In a certain school district, a blackboard he found,
Whose glossy, bright surface no chalk had besmeared,
So clean and so shining its smooth face appeared.
On asking the teacher the wherefore and why,
The frugal young man gave this prudent reply:
"That my reason's a good one, I'm sure you'll not doubt,
I feared if I used it I'd soon *wear it out*."

☞Insult not another for his want of the talent you possess; he may have talents which you want.

Memory.—No. 2.

SUPPOSE you were to repeat to any pupil of ordinary capacity the following sentence: "*If a boy should bag his dad, he would be apt to put his mammy in a roar,*" and were to ask that pupil a week or a month after, what would be the effect if a boy should bag his dad—i. e. put his daddy in a bag!—don't you suppose you would get the correct answer?

Now a word about our English alphabet:—A, B, C, D, E, F,—but stop, why say ef? why not fe? using the same vowel sound *after* all, and not before some and after others. To continue, comes G, all right; then H—aitch!—what an abominable sound for an aspiration!—I, J—(why not je?)—K—(why not ke?)—why use the vowel A to form the sound of this letter when E would do at least *as well*, and have the advantage of symphonious uniformity? Then comes L—(why not say le?)—M—(why not say me?)—N—(why not ne?)—O—P—(all right)—Q—(why not say ke?)—and by the way why have K and Q with similar sounds in the alphabet? R—(why not re?)—S—(why not se?)—and why have C soft and S with similar sounds in the alphabet?—T—(all right)—U—V—(all right)—W—double you! what a name!—X—ecks! awful! why not kese?—Y—Z—ze, all right.

The true sounds—the vowels—you observe are not criticised. We need them for other purposes. This system contemplates enunciating all the consonants uniformly with the sound of the vowel E *after* and not *before*, and by thus using them it will be found upon classification that we shall have but TEN sounds—ten articulations—in the entire alphabet, which are S, T, N, M, R, L, J, K, F, P, articulated se, te, ne, me, re, le, je, ke, fe, pe. Other letters as P and B, T and D, K and Q, F and V, &c., have similar or correlative sounds.

Again: in our language certain combinations of letters have single articulations, as Ph for F,—Sh and Ch for J,—&c. C and G hard, Q and K, have correlative sounds. S, Z, and C soft, ditto.

Facts involving figures are usually most difficult to retain, i. e. the memory has no hold upon isolated figures, because no idea is conveyed to the mental perception by them. If we can devise any method by which figures can be made in effect to convey tangible ideas to the mind, then we could retain them better.

Supose then, by way of example, in the last words of the sentence or formula given at the outset of this article—(*mammy* in a *roar*)—we would say that the letter m stands for the figure 3, and r for 4, and could have that by any means indelibly impressed upon us, then we should have in those words the figures 33, 44.

Attention is now invited to the following synthetic and cabalistic fundamental formula:

Seaton may relish coffee pie!
0 1 2 3 4 5 6 7 8 9
se te ne me re le she ke fe pe

and to the following fundamental basis or key, wherein certain letters are used for certain figures, and not arbitrarily either, but, as shown below, ingenious analogies exist between them:

Figures	0	1	2	3	4	5	6	7	8	9
Articulated	*se*	*te*	*ne*	*me*	*re*	*le*	*she*	*ke*	*fe*	*pe*
	S	T	N	M	R	L	J	K	F	P
	Z	D					Sh	g hard	V	B
	C						Ch	Q	Ph	
							G soft	c hard		

ANALOGIES:

z—zero.
t—one down stroke.
n—two down strokes.
m—three down strokes.
r—last letter in the word four.
L in Roman notion is 50—leaving off the cypher is 5.
J is a 6 reversed.
k turned wrong end up looks like a 7 or key.
F in writing resembles an elongated 8.
P is a 9 reversed.
The above are the primitive letters of those that follow:
s and c soft are correlatives of Z.
d sounds nearly like t, and also represents 1.
ch or che, sh or she, zh and g soft, are correlatives of J.
c and g hard, and q, are correlatives of K.
v and ph are correlatives of F.
B sounds nearly like P.

The Synthetic and cabalistic fundamental formula contains all the articulations, and will greatly aid in retaining them; in fact, by means of this, their acquisition is but the work of a moment, while it acts as an instantaneous key whenever the memory flags.

The fundamental basis or key must be well understood, primarily, before proceeding further.

Rules.—*Words are articulated according to sound*, not according to spelling. Thus the word *dumb*, is de, me or 13—*exact* is ke, se, ke, te, or 7071—watch is te, che, 16—*mammoth* is me, me, te—331, double letters being articulated singly, and th, as te—*huge shock* is je, she, ke, 667—*swiftly* is se, fe, te, le, 0815, but as a cypher to the left is worthless in whole numbers, this is not regarded, and swiftly is 815—*thick pen* is te, ke, pe, ne, 1792—*weariness*, is re, ne, se, or 420—*written* is re, te, ne, 412.

Apostrophic s not regarded, as *Tailor's awl* is te le re le, 1545.

The only weighty objection against mnemotechny is, the trouble and difficulty of applying it. However good, say these objectors, how good and correct soever it may be *theoretically*, practically it is impracticable to every one who cannot devote nearly all his time, attention and a large stock of patience to getting it ready for use. This objection is frankly admitted to be just. If the student who wishes to assist his memory, has to form, arrange and adjust the means before he can use them, or apply them to his purpose, how well soever he understands the art, he will do better to pursue his studies without them. There is, however, one way of removing this obstacle, and only one, which is to furnish mnemonized books, that is books in which the mnemonic art is applied to the subjects, or in which the subjects are mnemonically prepared and ready for the student's use. In this way books can be prepared for schools, which, if properly used, would impart knowledge expeditiously, and in such a manner to render it permanent, by enabling the student to retain it.

Should this ever be well done, and the books be adopted by a sufficient number of intelligent teachers, who will recommend them to others, they would soon be adopted by teachers generally—astonishing advantages would soon follow, the generous public would approve and patronize; and this adoption of mnemotechny would be a prominent event, a bright epoch, in the annals of education.

In teaching, says a distinguished educator, it is hardly possible to

exaggerate the importance of visible illustration. Step by step, by means of what is already known, higher attainments are gained. It is only by the power of association of ideas that we can retain new ideas,—only by means of what is already known that we learn things previously unknown. Here lies one of the great strong points of mnemotechny. Its contrivances are not so arbitrary as many at first glance might imagine—far from it. The formulas used open a wide field to the ingenious teacher for object teaching, and are calculated to arouse that interest and mental excitement in the pupil so necessary to the acquisition of knowledge. Ideas that come into the mind when we are in an apathetic state, make no permanent lodgement. In teaching any science by means of mnemotechny there can be no drowsiness. Here all must be animation and eagerness of attention. The child acquires a fondness for that which is to be remembered, and love in fact at last may be said to be the parent of memory.

With these necessarily and purposely brief introductory thoughts, we are now prepared to open up the main subject, and we trust that such an interest has been awakened on the part of the reader that he will fairly pursue the subject further, and, if a teacher fairly test it in the school; and to facilitate this we will be prepared to supply teachers cheaply with sheets of mnemonized matter ready for use in the school room.

Reminiscences of a Country School.

Read at the Annual Commencement of the State Normal, by Miss V. M. C.

HOW the country, so far as scenery, fun and farmers constitute it, presents an agreeable prospect; but here the bright side of the picture closes, and the dark side commences, with bad roads and leafless trees in winter, hornets' nests in summer, and last and worst, country school houses and country teachers.

City people, brought up in luxurious ease, with every comfort around them that wealth can purchase or art produce, who never saw an old log barn or a corn field, have not the most remote idea what a country school house is. * * * * *

I have no doubt my school house was considered one of the best and most comfortable in the whole township, if not, indeed, in the whole world, but I never could find out exactly where the comfortable part was. Many a long winter day have I sat with two shawls over

my shoulders, and even then my hands were too cold to use the rod effectively. Consequently I was compelled to try "moral suasion," which, after all, seemed to agree better with the boys; at all events they took it good naturedly, and, like Oliver Twist, always seemed to be wanting more.

I have a distinct remembrance of the day on which I was installed into office. It was a beautiful day in November, 18—, warm and pleasant. The school house, as it appeared to my vision, was an old stone structure, built in antideluvian times, or perhaps upheaved by some later geological convulsion, with three windows on each side, two at one end, and the door opening in front. It seemed to be placed as far as possible from any human habitation, the acute builders thinking that the attention of the children would not then be distracted from their lessons by the sight of human beings, and the teachers could never have the opportunity to indulge in a gossip with visitors.

The first morning I entered the school room something came buzzing around my ears. As I looked up I saw the windows were lined with wasps, that had taken possession of the school room during the summer, and were coming out this pleasant morning to greet the new "school marm." I thought they were the largest species of *flies* I had ever seen.

I had meditated a nice little speech to my young hopefuls about the necessity of good behavior, &c., but the attendance was so very poor on the first day that I postponed it in hopes of a larger and more appreciative audience. The scholars came dropping in one by one for weeks following, so that by the time all had arrived, my enthusiasm had cooled considerably, and I thought it best to let the lecture go.

Then came the task of classifying them. Ah! you city teachers that have charge of but one class, and that one organized for you, you know nothing of the trouble and anxiety this task occasioned me. I am aware that in Maryland a uniform system of text books has been introduced, yet for fear the teachers may not feel grateful enough for this, I will endeavor to relate my experience in a State where this system has not as yet been adopted. To commence with the class in the primer. Of course every boy had a different book; one indeed had a primer so old that it might have come out of Noah's ark, only, I believe, the art of printing was unknown in those days. But I managed to get along, however, with this class, as I heard each member separately. There were five readers—all happened to be Osgood's series—but then that made five separate classes. There were two kinds of arithmetics, and—well I won't tire your patience by describing the ge-

ographies, spellers, dictionaries, grammars. Altogether they made a terrible number of classes. *Twenty* classes to be heard in *one* day by *one* teacher, and the notion abroad in the community that each reading class should be heard four times every day! I'm afraid if I had humored the prejudices of the people the "shades of night would have been falling fast" before I could have wended my solitary way over the muddy fields to supper.

Well, the room was comfortable as long as the warm weather lasted. True, it was not very handsome. The walls were all spattered with ink, but the black rather enlivened the dusky brown Portions of the ceiling had, through the force of gravitation, sought a resting place upon the floor. The door had been shot through by some country sportsman, to ventilate the room perhaps, though that was unnecessary, for enough fresh air was introduced through innumerable cracks and crevices about the windows and ceiling. It was the house, however, that the directors thought suitable for their children to sit in, day after day, and drink in wisdom from the lips of their teacher.

When the November winds begin to blow we understood the beauty of shutters. Ours—those that were yet left on their hinges—were an exception to this rule, however, and only good in making an effective "battering ram" against the sides of the house. On those days when old Boreas rattled the windows and made eager attempts to get in at the door, on such days we were obliged to break the eighth commandment, and, must I say *borrow* fence rails from the squire's field to prop against these same old shutters, to counteract their natural centrifugal force. Once, notwithstanding all our philosiphical precautions and ingenious contrivances, the wind got the mastery and carried off fence rails and all. The little children looked upon it as a judgment for taking the squire's fence rails.

As the weather grew colder, we began to get chilly. The boys stirred up the fire and put the wood in the stove, but it was so old and rheumatic that it kept nearly all its warmth to itself. Luckily the wood was convenient, for as the school board had not thought it at all necessary to provide us with such a luxury as a wood shed, we were compelled to make one of the corner behind the door. The children crowded around the stove, and their teacher sat back with her two shawls, cold fingers and a book, trying to hear the lessons. But how could children study when they were not comfortable? The thing was impossible. Perhaps a glimpse of my blue nose and red fingers made them compassionate, and endeavor to study a little to please the teacher who sat back and allowed them to get to the fire—for they did learn some!

One day one of the directors came in, no doubt to see if I was teaching as he thought I should. It happened, fortunately, to be a pretty cold day, and the old stove, as usual, scarcely threw out enough heat to warm a mince pie for dinner. He sat down near me, and listened to the lessons. Presently he began to shuffle about on the bench. I went on with the lessons in pretended ignorance, enjoying it all—wickedly though—for I knew he was getting cold. He kept moving about and rubbing his hands, and at last, as I did not seem to notice his uneasiness, he calls out: "Its pretty cold in here; boys why did you let the fire go *out?*" I felt like saying, "Mr. Treasurer, why don't you get us a stove to keep the fire *in?*" He left shortly afterwards, and did not appear again during the session. He, with a heavy overcoat on, could not sit in the school room a quarter of an hour, and yet *we* were obliged to stay there all day.

I was compelled to pay the expenses of having the fire made, the room swept and the wood cut. I suppose if the times were to get much harder, the teacher would be obliged to buy the wood too.

When I opened my school I found a bucket and tin cup there. One day the tin disappeared. As we could not lock the door, I suppose some needy person came in at evening and confiscated it. I bought another; but it shared the same fate. After that the children drank out of an old gourd one of their number kindly furnished, though where it came from I would not care about knowing, as I drank out of it myself sometimes.

* * * The winter passed away and the teacher with it—that is from the school room. But she did not forget the many difficulties and inconveniences she had to encounter. With the least effort on the part of the school board these difficulties might be swept away, and instead of the country school house being the last resort upon earth, it might be made one of earth's pleasant places—an oasis in the desert.

If the school houses and their locations were improved, the teachers certainly would be improved too, and the community would soon feel the beneficial effect of the new state of things. Good teachers will not spend their lives in such places as I have endeavored to describe.

* * * * * * * *

[What teacher has not had a feeling demonstration of the true picture here drawn of many country schools and school houses?—Ed.]

☞Reproof is a medicine, like mercury or opium: if it be improperly administered, it will do harm instead of good.

Circulating Libraries.

FEELING an interest in the educational progress of the State, I take the liberty to send you a few thoughts on a desideratum seriously felt in most of the rural districts. I allude to the want of a circulating library. It will be readily conceded, that if the only education a child is to receive is to be obtained from the books contained in the State list, that his or her education will be very imperfect. However well those books may be suited to—strictly speaking—school purposes, they are not intended, nor do not give that varied information necessary to make one an agreeable and intelligent companion, gained by reading histories, travels, memoirs, scientific works, &c., usually found in circulating libraries. If the State is annually to spend thousands of dollars to instruct its juvenile population, why does it not complete the work? The appetite is engendered, before the boy or girl leaves the district school for information, and it is very unfortunate to find further information or intellectual food suddenly withdrawn, when he or she ceases to attend school. In most cases there is no library at home or abroad he or she can have access to. Just the time of life when the foundation for future usefulness, or the reverse, is to be laid, the boy, at least, is forced to seek improper company to while away his evenings or other leisure time. The girls, forced by custom, to stay more at home, resort to light trashy novelletes, found in some newspaper. How is this desideratum to be supplied? By having in each public school a circulating library, governed by such laws as will guard against the wanton destruction or abuse of the books taken out. The cost of such a library, if entirely borne by the State, would be a trifle in comparison to the benefits to the rising generation.

C.

Worth Trying.—Some of our friends who delight in flowers ought to try an experiment recommended by one of our exchanges. If successful, the result will be a gratifying one. It says: "Any lady who cultivates a rose in her apartments will find that by planting an onion in the same spot the fragrancy of the rose will be increased a hundred per cent. Why this is so, is more than we can say, but it is certainly a fact.—*Tallahassee Sentinel.*

☞You need not tell all the truth, unless to those who have a right to know it all. But let all you tell be the truth.

For the Young Folks!

BOYS! are you kind to your mothers? not always. Did you ever hear of the poor little boy whose mother was taken suddenly ill. They were very poor, had no one to send for help, and the case seemed urgent. So the little fellow volunteered. His mother told him to go to the apothecary shop and get some laudanum. Impressed with the importance of his mission, and not taking time to wash his face or comb his hair, he seized an old broken pitcher for want of a phial, and ran with all his might to the druggist's. Entering all out of breath, he asked the man behind the counter—"Is this the shotticary pop, mister?" "Yes, bub, what's wanting?" "Mammy is sick—got the bronkeetis in the stomach—and sont me over to get a cent's worth of Bobbleum." He gets the laudanum, and runs home, feeling every inch a man, and he will be a man some day too. We wouldn't give much for a boy who isn't kind to his mother. Not every boy who grows up to be twenty-one gets to be *a man* in the true sense of the term.

"But my mother scolds me!" Ah, boys, your are monstrous aggravating sometimes; and its no wonder your mother scolds. Just to think, when she is quietly busy with her household cares, or rocking the cradle, or writing a letter, to have you rush in from school without cleaning your feet, throw down your books anywhere, slam the doors, wake the baby, scare the cat, and turn the house topsy-turvey. Scolds, does she! Kiss her, and set about doing something for her, or for some other member of the family. That will make you happy, and home happy. The best way to be pleased, is to try to please others. Did you ever try this?

☞One winter evening a bevy of little children were telling their father what they got at school. The eldest; reading, spelling and definitions. "And what did you get, my little one?" said the father to a little rosy-cheeked fellow who was at the same time slily driving a nail into the door panel—"Me!—oh! I gets readin', spellin', and spankins."

☞"I hope, my little daughter," I said one morning, "that you will be able to control your little temper to-day."

"Yes, mamma; and I hope *you* will be able to control your BIG temper.

STRIKE THE KNOT.—"Strike the knot!" said a gentleman to his son, who, tired and weary, was leaning on his axe over a log which he had been trying to cleave. Then, looking at the log, the gentleman saw how the boy had hacked and chipped all around the knot without hitting it. Taking the axe, he struck a few sharp blows on the knot, and split the log without difficulty. Smiling, he returned the axe to his son, saying:

"Always strike the knot!"

That was good advice. It is good for you, my children, as it was to the boy to whom it was first given. It is a capital maxim to follow when you are in trouble. Have you a hard sum to do at school? Have you got to face a difficulty? Are you leaving home for the first time to live among strangers? Strike the knot! Look your trouble in the eye as the bold lion hunter looks in the face of a lion. Never shirk from a painful duty, but step right up to it and do it. Yes, strike the knot, boys and girls, and you will always conquer your difficulties.

☞A little boy, whose mother had promised him a present, was saying his prayers before going to bed, but his mind running on a horse, he began as follows: "Our Father who art in heaven—ma, won't you give me a horse—thy kingdom come—with a string to it?"

☞We once knew a boy who said he liked "a good rainy day—too rainy to go to school, and just rainy enough to go fishing."

AMERICAN SUNDAY SCHOOL UNION.—The forty-fifth anniversary of the American Sunday School Union was held on Tuesday evening, at the Academy of Music, in Philadelphia. The attendance was very large. Addresses were delivered by ex-Governor Pollock, Rev. Mr. Cookman and Rev. Mr. Willits. The annual report shows the receipts of the past year to have been $98,727, and the expenditures $108,833. New schools organized, 1,671, containing teachers, 10,559; scholars, 67,204; schools visited and aided, 6,090; containing teachers, 45,175; scholars, 351,485; families visited, 35,924; miles traveled, 314,410; Scriptures distributed, 9,821; books and other requisites given to Sunday schools, $15,331.98; total schools organized, visited and aided, 7,761; having teachers, 55,734; scholars, 418,689.

The Banker's Seven Shilling Piece.

IT was during one of the great national panics of England that a gentlemen, who may be called Mr. Thompson, was seated, with something of a melancholy look, in his dreary back room, watching his clerks pay away thousands of pounds hourly. Thompson was a banker of excellent credit—there existed, perhaps, in the city of London, no safer concern than that of Messrs. Thompson & Co.; but at a moment like the one just referred to, no rational reflection was admitted, no former stability was looked to. A general distrust was felt, and every one rushed to his bankers to withdraw his hoard, fearing that the next instant would be too late—forgetting entirely that this step was of all others most likely to insure the ruin that was sought to be avoided. The wealthy citizen named sat gloomily watching the outpouring of his gold, and with a grim smile, listening to the clamorous demands on his cashier, for although he felt perfectly easy and secure as to the ultimate strength of his resources, yet he could not altogether suppress a feeling of bitterness as he saw constituent after constituent rush in, and those whom he fondly imagined to be his dearest friends, eagerly assisting in the run upon his strong box.

Presently the door opened, and a stranger was ushered in, who after gazing for a moment at the bewildered banker, coolly drew a chair, and abruptly addressed him thus:

"You will pardon me, sir, for asking a strange question; but I am a plain man, and like to come straight to the point."

"Well, sir?" impatiently interrupted the other.

"I have heard that you have a run on your bank, sir."

"Well?"

"Is it—true?"

"Really, sir, I must decline to reply to your most extraordinary query. If, however, you have any money in the bank, you had better at once draw it out, and so satisfy yourself; our cashier will instantly pay you."

And the banker arose, as a hint to the stranger to withdraw.

"Far from it, sir; I have not one sixpence in your hands."

"Then may I ask what is your business here?"

"I wish to know if a small sum would aid you at this moment."

"Why do you ask the question?"

"Because, if it would, I would gladly pay in a small deposit."

The money dealer started.

"You seem surprised; you don't know my person or my motive. I'll at once explain. Do you recollect some twenty years ago when you resided in Essex?"

"Perfectly."

"Well, then, sir, perhaps you have not forgotten the turnpike gate through which you passed daily? My father kept that gate and was often honored by a few minute's talk with you. One Christmas morning my father was sick, and I attended the toll bar. On that day you passed through, and I opened the gate for you. Do you recollect it, sir?"

"Not I, my friend."

"No, sir; few such men remember their kind deeds; but those who are benefitted by them ought not to forget them. I am, perhaps, prolix; listen, however, only a few moments, and I have done."

The great banker had become interested, and at once assented.

"Well, sir, as I said before, I threw open the gate for you, as I considered myself in duty bound—I wished you 'a happy Christmas.' 'Thank you, my lad,' replied you, 'thank you; and the same to you; here is a trifle to make it so;' and you threw me *a seven-shilling piece*. It was the first money I ever possessed; and never shall I forget my joy at receiving it, nor your kind smile in bestowing it. I long treasured it, and as I grew up, added a little to it, till I was able to rent a toll myself. You left that part of the country, and I lost sight of you. Yearly, however, I have been getting on; your present brought good fortune with it, and I am now comparatively rich; and to you I consider that I owe all. So this morning, hearing accidentally that there was a run on your bank, I gathered all my capital, and brought it to lodge with you, in case it can be of any use. Here it is." And he handed a bundle of bank-notes to the agitated Thompson. "In a few days I will call again."

Snatching up his hat, and throwing down his card, he walked out of the room.

Thompson undid the roll—it contained thirty thousand pounds!

MORAL.—Always be clever to the boys; and boys always be polite.

☞'Tis said that meteoric showers are comets, and comets meteoric showers,—nebulous groups of fragments floating in their highly eliptical orbits and being gathered up now by the sun and plants. The universe having been created, is now being swept up!

Kent and Q. A. Institute.

A TEACHERS' Institute for Kent and Queen Anne's counties was held at the Methodist Protestant Church in Centreville, Md., commencing on Monday, May 27th, and continuing during the week until Friday afternoon.

There were present seventy-one teachers, four of whom however were teachers of private schools in and near Centreville. On Monday afternoon the only business was that of organization. On Tuesday Prof. Newell and Dr. Van Bokkelen arrived, and the Institute regularly got to work. Two sessions of three hours each were held each day. Addresses were delivered on various educational topics by Dr. Van Bokkelen, Prof. Newell and Messrs. Meeks, Thompson, Harrison and Booth, Presidents of the School Commissioners of Kent, Queen Anne's, Talbot and Caroline counties, respectively. The subjects of attendance upon school; the word method of teaching reading; corporal punishment in schools; grammar without a book; etymology; arithmetic; elementary geometry and algebra; history; geography and map-drawing; simultaneous reading; writing by P. D. & S's. system; the use of rewards in schools, and object lessons, were severally discussed and considered.

The methods of teaching in all the branches named above by oral instruction, and upon the object lesson principle, as far as, and whenever practicable, were explained very forcibly, and illustrated very fully, by Prof. Newell; and the art of governing schools by moral suasion, or by corporal punishment, or by both, was very fully considered and discussed by him, and by other teachers of all grades of experience. As the result of the whole matter, I think it was established as the opinion of the Institute with some few exceptions, that corporal punishment cannot with profit be entirely abolished; but that it can only be used to advantage for extreme cases, and that it is alike the interest and duty of the teacher to whip children only when by no other method can order and discipline be preserved, and even in these cases that teachers should never be hasty in their conclusions.

The object lesson principle seemed to meet with very general favor. The reports of committees appointed last year upon different branches of study all with one exception, favored the methods of *teaching* in contra-distinction to *school-keeping* only, and the one exception was scarcely an exception in fact. Prof. Newell's clear explanation of these subjects could not, and did not, fail to command approval; and as one said of his convictions, all could say in some degree, "I have

had many old opinions overthrown, many more seriously shaken, and I am satisfied myself very much instructed." The teachers seemed all interested and pleased, and many expressed themselves as having very much enjoyed the meeting as well as feeling themselves very much benefitted. Some incidents of the discussions none present will ever forget; but I forbear to particularize.* The meetings were attended by a large and intelligent body of visitors, who all seemed as much interested as the teachers themselves. In short the Institute was a success.

J. West Thompson, Jr.,
Secretary.

* Particulars are just what we want, brother.—Ed.

Magnificent Literary Fabric.

Webster's Quarto Dictionary has passed through various editions, each an improvement upon and an enlargement of the preceding, until it has culminated in the present magnificent literary and linguistic fabric. The reputation of this work is not confined to America. We find it stated that in the Alexandre case, tried in the Court of Exchequer at Westminster Hall, under purely English law, no other dictionary, English or American, was quoted or alluded to than this. The Lord Chief Baron, in his decision, pronounced "Webster s Dictionary a work of the greatest learning, research and ability." Besides the numerous illustrations with which the volume is interspersed, there are at the end sixty-seven pages of the most finished pictorial illustrations, representing almost every conceivable object in nature, science and art. It would be unnecessary, if we were competent to the task, to subject this work to a critical analysis. Its reputation is firmly established. It is built upon a rock, and can bid defiance to any petty storm that the critics can raise.—*Rich. Whig, May* 8, '66.

☞A. S. Barnes & Co., a leading publishing house in New York, have given to the Trustees of the Peabody Educational Fund 30,000 volumes of School Books, including 5,000 volumes of the "Teacher's Library." The value of the gift is about $25,000. The Hon. R. C. Winthrop, Chairman of the Trustees, in a letter expresses the highest appreciation of the munificent contribution.

Home Educational Intelligence.

☞The School Commissioners of Allegany county have secured a valuable property in the city of Cumberland, at a very reasonable price, which is to be fitted and furnished for school purposes in time for the fall session.

Teachers' Institutes.—The State Superintendent and Professor Newell of the State Normal School, have held Institutes at Easton, Centreville and Salisbury, meeting at least two hundred and fifty of the teachers of Kent, Queen Anne, Caroline, Talbot, Somerset and Worcester counties. In this number a record is given of the work at Centreville, and also of the Montgomery County Institute, at Rockville. In the next issue we will find space for notices of the Institutes at Easton and Salisbury. The people of the counties are waking up to the importance of making public school teaching thorough and efficient. To accomplish this, the teachers must be thoroughly taught the duties of their vocation. "*As is the teacher—so is the school.*" At Centreville and Easton the teachers were hospitably entertained by many of the citizens.

School Festival at Fairmount, Somerset County.—The citizens of this District are determined not to stop until "all things are done well." They have erected one of the most complete school houses in the State, have thoroughly furnished the rooms with desks, maps, &c., and now are collecting funds to purchase a school library. Good books are to the mind what good food is to the body. The educated mind craves knowledge, and at Fairmount it can be had in varied and attractive forms to suit every intellectual taste. The ladies have given their valuable assistance, and by means of a festival at Crisfield are adding largely to the library fund. Cannot the ladies in other sections of the State "go and do likewise." When they take an earnest hold upon school work we have no fear of failure. May God bless them!

Howard County.—The President, of the Board of School Commissioners of this county has just completed his quarterly visitation to the schools, and reports the total attendance of pupils 1309, an increase of 90 over the summer term of 1866, and more than 500 increase over the attendance during the first term of the new system.

A large school house has been built near Poplar Springs, and the old houses have been generally repaired. Here are facts showing that in Howard the friends of Public Schools are in earnest and the school officers rendering faithful and acceptable service.

MAKE THE CHILDREN HAPPY.—A beautiful procession with banners and music marched through the streets of Baltimore on Whit-Monday. The motto of the associations in the line is "*sana mens in corpore sano*," i. e. good exercise for good health and sound mind. After many companies of men had passed, there came a company of boys of 12 to 15 years of age. They were preceded by two lads mounted on ponies and accompanied by a fine brass band, composed of youngsters, playing most lustily and sweetly. We thought as we looked upon the boys, "how wise it is to make the children happy," to encourage them by precept and example, and also by days of pleasure and exercises in which they can take an active and prominent part and be heroes for a little while.

THE SCHOOL JOURNAL.—A friend writes: "Accept our thanks for the May Number of the "Maryland Educational Journal." It is not only the youngest, but one of the *prettiest*, and, judging from this number, the best of similar Journals, all of which come to our rooms." We make our bow to this appreciative friend.

☞ The publisher of this journal presents his respectful compliments to all teachers and true friends of education, as well as to all who should support a school and family journal in our State; and informs them that a little more hearty co-operation on their part would greatly conduce to the assurance of its permanent success.

The journal being commenced, MUST continue at least ONE year —but it is necessary that our terms of advance payment should be complied with. We hope this notice will be sufficient to induce all who have not yet done so to remit without further delay.

☞From the following circular we learn that the State Association of Teachers will soon be in session at Annapolis. Let all teachers be present and prove to the Convention that they are earnest, capable, faithful; and that the school system is doing its work well and needs no change. We rejoice to know that College Presidents extend the right hand of fellowship to teachers of Primary Schools:

To the Public School Teachers af the State of Maryland:

The State Association of Public School Teachers will meet in Annapolis on Tuesday, July 9th, 1867. All teachers are cordially invited to be present. Gentlemen who attend will be provided with accommodations at reduced rates. *Ladies* will be accommodated without charge. All who wish to be provided for on the conditions named must report at once to Rev. Dr. Nelson, President of St. John's College, at Annapolis. A full turn out of the teachers of the State is greatly desired. Important events await the action of those who practically maintain the cause of education in the State.

Interesting addresses may be expected from distinguished gentlemen.

Wm. R. Creery,
M. A. Newell, Baltimore City.
P. T. Warren, Dorchester County.
Wm. Galligher, Kent County.
E. Adams, Baltimore City.

Will our friends in Baltimore city be kept in the school room till July 15th, and thus deprived of the pleasure of meeting their fellow laborers from the counties? The Board of School Commissioners of the city, we hope, will not require this.

[☞All who attend will please come prepared to pay for the Maryland Educational Journal.]

Notice to Correspondents.—We have received several valuable communications which lack of space compels us to defer. We hope to receive sufficient encouragement to enable us to give more pages; but till this takes place, we shall be compelled to do the best we can and bring in all in due order. We wish correspondents, however, not to be discouraged, but to keep on writing. Nothing is pleasanter than to have a drawer well filled. We desire articles upon the studies and management of schools, written by men of experience and culture. We again call upon teachers and County Superintendents for educational items.

☞Says the Illinois Teacher, and we say amen!—"It seems to us that it is due to our calling as teachers, and to our State educational interests, that *every teacher should subscribe to and be a reader of his own State Educational Journal.*"

Office of the Maryland Educational Journal,
Baltimore, June, 1867.

Statement.

I, as publisher and managing editor of the "*Maryland Educational Journal*," wish it to be understood that I am not pledged to any party or system. I wish to publish an educational school and family journal, (legitimately so,) free from and disconnected with party feeling—believing that there is an opening and need for such a journal in our State—and one that will be ready to advocate any system of education that the powers that be may devise. In other words, I do not wish that the existence of my journal shall necessarily depend upon the existence of the present school law, or of the continuance in office of the present school officers—although I am free to say that I think it will be difficult to devise a better system than the one we now have is, or might be made, with some slight modifications—or to find a better corps of school officers.

Politics, in my opinion, should have nothing to do with education, or with an educational journal; and, as publisher, I know no party. I go for the just, the true and the right, wherever that may be found, and for the best school system.

I adopt the following sentiments of a correspondent:

Popular Education no "Party Banner."—"Popular education underlies all good government, and aims to originate good government itself. 'Party' aims to effect only a division of the spoils after it is originated. Popular education is the interest of every man, woman and child in the State. Party is the interest only of politicians and office seekers. Popular education, both in its aims and effects, is infinitely *above* partisan politics."

E. S. Zevely.

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THE LARGE and increasing sale of these books—the emphatic commendations of hundreds of the best teachers of the country who have *tested* them in the *class-room*, and *know* whereof they affirm, amply attest their *real merits*, and fully commend them to general favor, and the confidence of every *thorough* and *practical teacher*.

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☞Teachers and School Officers, are invited to correspond with us freely, and to send for our DESCRIPTIVE CATALOGUE AND CIRCULAR, which will be promptly sent upon application.

☞ *Liberal terms given on Books furnished for Examination or Introduction.*

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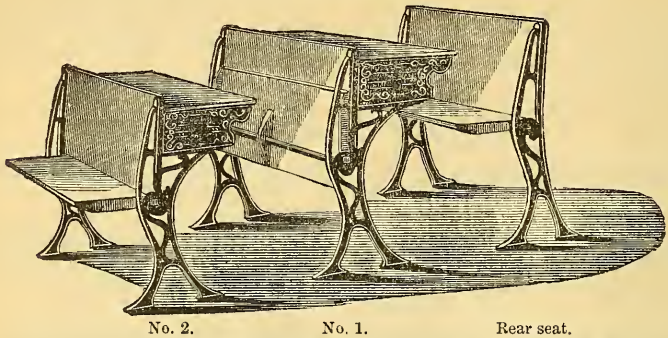

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☞ See Prof. Wood's article on "Spring Flowers," in the April No. of the "*Educational Bulletin.*"

THE METRIC SYSTEM.

The International System of Uniform Weights and Measures must hereafter be taught in all Common Schools. Prof. Chas. Davies is the official exponent of the system.

READ THE FOLLOWING RESOLUTIONS

Adopted by the Committee of the House of Representatives on a "Uniform System of Coinage, Weights and Measures," Feb. 2d, 1867:

Resolved, That this Committee has observed with gratification the efforts made by the editors and publishers of several mathematical works, designed for the use of Common Schools and other institutions of learning, to introduce the *Metric System* of Weights and Measures, as authorized by Congress, into the system of instruction of the youth of the United States, in its various departments; and in order to extend further the knowledge of its advantages, alike in public education and in general use by the people.

Be it further Resolved, That Prof. Chas. Davies, LL. D., of the State of New York, be requested to confer with Superintendents of Public Instruction, and Teachers of Schools, and others interested in a reform of the present incongruous system, and by lectures and addresses to promote its general introduction and use.

☞ The April No. of the "*Educational Bulletin*" contains an exposition of the *Metric System*, from the pen of Prof. Davies, and the latest editions of his Arithmetics have it incorporated.

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1867.

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CONTENTS

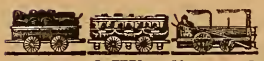
OF AUGUST NUMBER.

[The reader is invited to turn over the pages of this number to ascertain its varied contents, in place of scanning a meagre table in this place.]

To Editors :—The Publisher of this Journal begs to return his sincere thanks to those editors in the State who have kindly noticed the Journal, and begs that they will continue to lend their aid in introducing this, the only publication of the kind in the State. (He will gladly reciprocate.) Would like to see copies of ALL the papers containing any reference to this Journal, or any item of local school intelligence.

☞Cordial acknowledgments are also due to various friends in different parts of the State for material aid and words of cheer.

The Baltimore and Ohio Railroad.



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MARYLAND

EDUCATIONAL JOURNAL,

A SCHOOL AND FAMILY MONTHLY.

VOL. I. BALTIMORE, AUGUST, 1867. No. 4.

Personal Character as a Qualification for the Teacher.

Part of a Salutatory Address to a Teachers' Institute, May 20, 1867.

PART II.

IT is an old pedagogical maxim that the teacher should be estimated *not so much by what he does, as by what he is.* What he is, is what he knows himself to be,—*character:* what he does, is what he wishes others to think he is—*behavior.* It is of personal character, as shown by conduct, that we speak. This is the power which works such wonders in the school. It is at once an example for imitation, and an impulse to imitate. It wins by its beauty, and compels by its force. How slow children are to learn the abstract, all of you can testify; how readily they appreciate the concrete, all of you know. To them the subjective is vague and ill defined, even with your most lucid explanations; the objective is clear and well marked in spite of your cloudy expositions. In the teacher all the best qualities, whether of the person, of the mind, or of the heart, should have exemplification. In him there should be an embodiment of health of body, purity of habits, and courtesy of manner; a personification of accuracy and breadth of knowledge; of decision, firmness and patience of mind; incorporate chastity, honor, truth and justice; and above all, there should be piety towards God. When precept and example unite, tuition achieves its highest aim. How disgusting is uncleanness, how loathsome appear the petty vices of chewing, drinking and smoking in the presence of a teacher neat in person and undefiled by tobacco or intoxicating liquor! How weighty the admonition to do nothing mean, when it comes from one who is the very soul of honor! How beautiful is knowledge as seen in the thorough scholar! How admirable to the childish mind that order,

which is the result of the decision and firmness of the master! How salutary that punishment which comes from strict justice! for it is doubly felt—it wounds and it heals. With what force does the lesson against falsehood come from him who never varies from the strict line of truth! What sermon can equal in effect upon the heart the few reverential words which the truly devout teacher utters now and then! This principle has a remarkable illustration in the success of Dr. Arnold, of Rugby, as a teacher and a manager of youth. To what are we to attribute his success? Not to his learning, as respectable as that really was: not to his disciplinary powers, as wonderful as they were: not to his deep piety—so admirable. It was the weight of his personal character. One has said of him, "His pupils believed in him thoroughly. There was no sham, no pretence, no affectation. His life exemplified all he taught. The secret of his power over his pupils lay in the ultimate connection between his precepts and the man himself. His discourses were doctrine in action." You have heard and read much of object teaching—the bringing visibly and tangibly before the pupil the subject of the lesson. I say to you that you all unconsciously employ this method; that you yourselves are the principal object in your schools. You are studied more closely, you are observed more accurately, you are discussed more thoroughly than all other objects. I charge you that you take care that this object be worthy. You set stated tasks to be conned, but I tell you that the lesson most thoroughly learned is that you have never assigned for study, yourselves. You are a living lesson, always new, always fresh, compared with which all others are stale, dull and unprofitable. Remember this—let all the graces of the teacher's character find exemplification in the teacher's life: and to this end

"In your own hearts, let them first keep school,"

So that whether wittingly or unwittingly you may teach nothing but what is pure and excellent. H.

A patriot is known by the interest he takes in common schools.

We should teach a child the way to the well, rather than carry it a glass of water.

We must *agitate:* for education, like a top, will fall as soon as we stop whipping.

We have not only to strike while the iron is hot, but we must make the iron hot by striking.

When thought is agitated, truth rises.

Theory vs. Practice.

WHILE it is true that there are those teachers who do not care to be instructed in anything that pertains to their calling, it is nevertheless also true that a large majority are willing to cull from all sources whatever may be of benefit to them. And while, again, it may be said that writers for educational journals should be only men or women of large experience and culture, yet it may nevertheless also be admitted that something may be learnt from even the most humble. Hence the pages of such a journal may profitably present the views of all for the benefit of all, just as in a teacher's institute the views of all are freely spoken. If the pages of an educational journal could be made as varied and practical as are the remarks in most teachers' institutes, certainly then the labor spent upon them would not be in vain.

It will readily be apparent to all that it is not generalities but particulars that we want—not precept alone but practice—and our friends who furnish accounts for publication will please to notice the importance of presenting as much as possible detailed particulars of the methods of teaching as practiced by various parties. Simply to tell the reader, for instance, that Mr. Blank made a very interesting and instructive address on his mode of teaching Grammar, amounts to nothing. Let us have particulars. If the various methods of the various speakers in the several teachers' institutes that have been held in our State recently were written out and furnished for publication, there would be matter enough to fill several numbers with acceptable and profitable reading. All who can possibly do so will please to send in their plans, views, notions, and methods, as soon as possible. In this way a monthly Educational Journal may be made in effect a monthly State Teachers' Institute. Let all feel bound to contribute their share to the common fund. Will you, dear reader, do so?

Special Notices.

1. This Journal, being commenced, must be continued—teachers need only to understand its true position to rally to its support.

2. Its pages are open and free to the teachers of Maryland, and they are earnestly invited to consider it *their* journal, and not that of any class, clique, party or faction.

3. As a historical matter, we expect to present in these pages a full account of the action of the Constitutional Convention in regard to our Educational system, with the reply of the State Superintendent, &c.

Drawing.

DRAWING is a useful accomplishment. Some teachers possess it and essay to teach it. Here is an example of how it works sometimes:—A lad presents himself, and says—"I would like to learn to draw." Very well, says the teacher, and he explains to the aspiring youth the first principles of the art and what he will be expected to do—to advance step by step from a simple copy to one more elaborate, &c., and that with time and patience and the aid of pencil and rubber, he may duly arrive to know how to draw. A sort of blank expression of disappointment, strangely mingled with disgust, settles upon the face of the would-be-pupil, whose visions of being able to make pictures vanish in the dim distance, and ten to one he says no more about it, or if he begins, soon tires. "Learn to draw" any one can who has *the will*. With such there will always be a way. Copies abound on all sides, animate and inanimate. If pencil and paper are unattainable, a piece of coal or chalk will be laid under contribution. If a brush cannot be *bought*, one can be *made*, as Benj. West did, from the cat's hair.

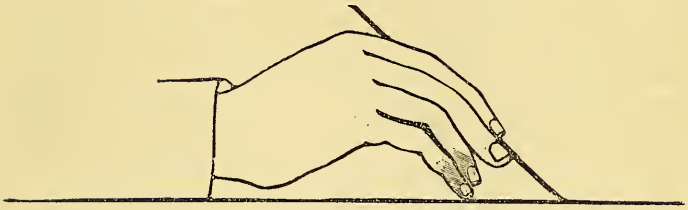
But, alas! there are few Wests and few who, like Franklin, Sherman, Burritt, &c., have the innate indomitable will to *be something*. The spirit of the age is averse to patient plodding. Some want to have learning poured into them without any effort on their part. They want sometimes to "learn to draw," but expect that by some magical precepts the teacher can at once impart the gift; forgetful that anything worth learning at all, requires some effort to acquire.

Explanation.

Without at this time enlarging, the Publisher and Managing Editor of this Journal, who alone has sole control over it, and who alone is responsible and assumes its risk as a pecuniary enterprise for the good of all, wishes respectfully to say that he is informed some friends have misinterpreted the import of a part of his "Statement" in last number. He regrets that he did not succeed in making himself understood, but hopes the pages of the Journal will in due time make all right.

☞See special notices on page 99, also article headed "Grammar," on another page—read, inwardly digest—and "naught set down in malice."

Penmanship.



PENMANSHIP (like some other branches) is taught in a very *un*practical way in many schools. Teaching anything is hard work, and no lazy man ought ever presume to occupy the teacher's position.

To stand up for hours before a blackboard, explaining the principles of the science of numbers, is no light task. To unfold the intricacies of Grammar to a novice so as to render the study at all practical and attractive, is what few do. To interest a class, even in Geography, where visible objects can be introduced, is not done by all. Spelling, or orthography, when taught without dictation exercises to be written, is notoriously unpractical. Reading is yet, in many schools, not taught at all, although the poor pupils daily advance in the readers page by page and *call* it reading. And so with Penmanship.

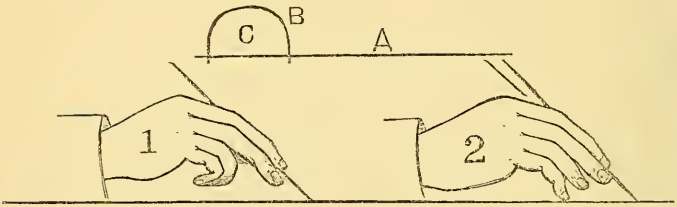
In this article it is proposed to lay down a few general and immutable principles. If the teacher could find a pupil altogether free from bad habits, it would be something easier to teach Penmanship, but as our classes have usually in many ways fallen into slovenly and improper ways before we take charge, we must take things as we find them.

First, all agree that a correct position of the hand and pen is indispensible. Yet we are here at the very threshhold met with the whining "*I can't*," from most pupils, the moment you undertake to adopt new methods with them. This is precisely the point where the teacher is going to fail, unless he puts his foot down and inexorably compels implicit obedience to his demands.

First, the position of the body must be erect—second, the nose must be at least a few inches from the paper—third, the head must not be held sideways—fourth, the hand must not be distorted into a club fist—fifth, the flat of the wrist and the knuckles should be up—sixth, the pen must be held loosely and not gripped tightly. These

are the primary directions. To secure perfect freedom, the wrist should not touch the table or desk, but the whole arm should be in motion. But now the question arises, how are you going to enforce these rules? The answer is, *by inflexible and unswerving firmness!* If both precept and example fail—if kind words and tufts of grass won't do, you must "try what virtue there is in stones," or harsher measures. You must *harness* the pupil! Put him in a straight-jacket if necessary—any way so as to compel him to assume and maintain a correct position, and to *convince* him that he CAN write better under your plan than under his own. Unless you do this, it is a waste of time, paper and ink to write at all in school.

But just here one other remark:—You cannot teach penmanship if you have anything else going on in the school room at the same time. One thing at a time should be the rule in the school room. The undivided attention of the teacher is required here.



Attention is now invited to the accompanying figures of positions of the hand, and an apparatus to *compel* a correct position of the hand —which is one method to "*harness*" your pupil. We submit that No. 1 is not so good a position as No. 2. A long stout ruler thrust down the back between the outer and inner garments, will compel an erect position. Then by compelling strict attention to the copy (and that a good one) there may be some hope of improvement. In the above figure, A is a light slender rod eight or nine inches long, with (B) an elastic band attached, passing over the hand introduced at C.

Writing is drawing. Some pupils, having no eye for proportions, will never become good writers or good artists, without Herculean effort, granting the truth of Hogarth's assertion that there is no such thing as genius, but that all is labor and patience; hence with all your effort you may not succeed in making *all* your pupils fine writers. But by following the rules here laid down, you will unquestionably greatly *improve* all, and will at least not be encouraging pupils in lazy and slovenly habits—scribbling and scrawling and blotting over copy book after copy book and dignifying such practice with the appellation of "learning to write!"

Memory.—No. 3.

IN this number we commence the presentation of the practical application of mnemotechny. It will be observed, on close scrutiny, that for several of these dates there are two formulas given; this is to show that they may be varied in many ways, only observing to have a word or words at the close of each formula containing the articulations for the desired date. These dates may be classified into eras, or ancient and modern, or dates referring to the history of each country.

Before proceeding, it will be necessary to caution all that unless the pupil who designs availing himself of any benefits of this system has been thoroughly drilled in, and has familiarized himself with the first lessons as given in article No. 2, it will neither be doing the system nor himself justice to proceed.

Then, referring to the fundamental basis and accompanying rules, we will now begin by giving the application to dates of discoveries, dates of inventions, &c., by means of formulas, which by the power of association will instantly recur to the mind and secure the desired figures.

The art of Printing, invented by Faust and Guttenburg, is in reality a.....TRUE ART...1441

(The words at the end printed in small caps give the date.)

Wood Engraving was an invention that puts a.....TREE to a..... SHOWY USE...1460

Lithography, invented by Schenefelder, is an elegant way to copy.....FACES...1800

(In modern dates the thousands figure may be supplied.)

Engraving on Steel, invented by Perkins, who received for his services a.....FAT FEE...1818

Observe how ingenious and wonderful the result: a simple statement of the fact gives the date!

NOTE —In first introducing these formulas to a class, it might prove fatal to your experiment to simply read them off seriatim. The better way is to give a brief talk, lecture or explanation about each, to fix attention, and explain fully what may be imperfectly understood. In this way it is that in the hands of an intelligent, live teacher, mnemotechny may be made to embrace the perfection of object teaching, with continually varying pictures passing before the mind of the pupil.

Air guns since *invented* are not used to shoot a....HOT CHARGE...1646
Almanacs first printed at Buda on paper made of.....RAGS...1470
The Art of Printing invented by F. & G. is really a TRUE ART...1441
Gas first introduced in U. S. in Baltimore made night FINE DAY...1821
Lottery first drawn in England, commenced a business.....
STEAL A SHEEP...1569
Pendulum clocks invented—wound up.....HUGE ROPE...1649
Post Office established in U. S. made people.....GOOD and WISE...1710
Potatoes first cultivated in U. S. on banks of.....CATAWBA...1719
Spectacles invented by Roger Bacon.....HEATHEN FACE...1280
Steam engine invented by Marquis Worcester.....SHALLOP...1659
Steamboats invented by Fulton.....HEAVY SCOW...1807
Wafers first made at Nuremberg used instead of a...THICK SEAL...1705
When watches first made at Nuremberg.....DEAR GEWGAW...1477
Before wire drawing invented at Nuremberg, wire was hammered with a .....MALLET...1351
Achromatic Lenses are seldom used by lovers of a.....GAY LIFE...1758
Barometers are instruments usually found in every scientific..... .....WATCH ROOM...1643
America was discovered by Columbus, who sailed there in vessels made of.....DRY PINE...1492
Cannons are dreadful weapons of .....MARS...1340
Coffee was not at first used by people living upon public.....
CHARITY...1641
The *Integral and differential Calculus* is understood only by mathematical .....CHIEFS...1680
The *Cape of Good Hope* is to navigators an important point of.....REFUGE...1486
The *first circumnavigation, &c.* was the first step towards a universal .....ALLIANCE...1520
Gunpowder is better than tooth powder to shoot a....MAMMOTH...1331
The *Compound Microscope* makes a mite appear like a...GIANT...1621
Electricity will never fail in a good machine to produce a...
HUGE SHOCK...1667
The *London Gas* is now used in many a fashionable and.....
FAT HOUSE...1810
The *Galvanic Fluid* produces upon the body a sort of.....
WEAK PAIN...1792
The *Newspapers of France* are not often read by our city...
WATCHMEN...1632
Copper-plate Engraving gives the images of things with....
REALITY...1451

The *Railroads of England* are now in many countries.....
COPIED...1791
The *Mariner's Compass* gave to modern navigation an alto-
gether.....NEW SHAPE...1269
The *First Steam Carriages of England* went very.....SWIFTLY...1815
Galileo's Telescope magnified the moon but a few.....DIGITS...1610
The *Planet Uranus* has been to modern science a valuable..
GIFT...1781
Lithography is one of the best means to produce human....
FACES...1800
Logarithms are to mathematicians inexpressibly.....ADJUTORY...1614
Newton's Reflecting Telescope was not larger than a..HUGE GUN...1672
Coal is now used in the palace and the.....HAMLET...1351
Tobacco has millions who daily its properties.....EULOGIZE...1560
Tea is a good help to those who with difficulty.....DIGEST...1601
The *Steam Engine* now as a motive power greatly.....EXCEL...1705
Thermometers have often their mercury frozen in.....CANADA...1721
Telegraphs can write quicker than any.....THICK PEN...1792
The *Turkeys first introduced into England* were doubtless
fatter than a.....LEAN OWL...1525
Lightning Rods brought upon their inventor (Dr. Franklin)
the homage of.....KINGS...1770
Copper-plate Engraving is often used in making maps of
the.....WORLD...1451
The *Cotton Gin invented by Whitney* cleans the cotton of
every.....TWIG and BERRY...1794
The *Fire Engine*, when first used, was considered a..HUGE GEM...1663
The *First Bank in England* kept its money in a...HUGE BUREAU...1694
The *First steamboat*, by Fulton, could run faster than a.....
HEAVY SCOW...1807
The *First Canal in England* had in it many a.....THICK LOCK...1757
The *First discovery of Mnemotechny* was made by Feinaigle,
who taught a.....FEW WISELY...1805
Alexander penetrated into India without the advice of a.....
MANIAC...1327
Alexander died in a drunken fit on board a.....MAN of WAR...1324
Boots were invented as a substitute for the buskin or.....BUSK
Clocks first made at Rome twice each day struck.....TWELVE
Morse's Telegraph can carry news as fast as the lightning's
FIRE ARROW

Hour Glasses were *invented* at Alexandria, to mark the....SUNNY HOURS
The *Art of Making Glass* was known to the Chinese, who
used it in their.....NEW HOUSES
London, founded by the Romans, is now the largest city in.....EUROPE
Saddles were *first invented* that riders could conveniently go
on an.....ERRAND
Copper-plate Engraving invented by cutting on a plate and
printed by being.....ROLLED
Lithography was invented as a good way to copy human.....FACES
Paper was first made of cotton rags, of.....TWO SIZES
The *Spinning Jenny* by Arkright has made spinning.....DOG CHEAP
Watches were first made at Nuremberg, but it is not known
who was the.....AUTHOR of the GEWGAW
Printing was introduced in Mexico after conveying a press
there in a.....TALL SHIP
The *Rise of the Methodists* was succeeded by meetings held
under a tent or.....CANOPY
The *Rise of the Quakers* was looked upon by many with.....JEALOUSY
Air-balloons were first used in France, by Montgofiler, who
thought it.....GAY FUN
Algebra was introduced into Europe by the Saracens, when
books were principally.....WRITTEN
Bayonets, made at Bayonne, are more fatal weapons than.....JOKES
Cannons were invented to use in.....TIME of WARS
The *First Newspaper* in Europe, at Venice, gave the world
many a.....JOYOUS ESSAY
The *First Postoffice* in Europe despatched many a.....TREASURE
Magnifying Glasses and Glass Mirrors can be made of.....NEW ASHES
Hydrogen Gas will burn quicker than.....COCOA OIL
Needles, when first made, were a sort of.....TAILOR'S AWL
The *Chronometer invented*, will go exact and.....TICK EACH YEAR
The *Cotton Gin was invented* by Whitney, to clean the cot-
ton of every.....TWIG and BERRY
Electricity, since its discovery by Guerrick, has given many
a person a.....HUGE SHOCK
The *Telegraph was invented by Prof. Morse* to.....SAVE MONEY
Engraving on wood is an invention that puts a.....TREE to a SHOWY USE
Gunpowder, first made by Schwartz, has often caused.....SOME NOISE
The *Mariner's Compass, when first known*, was used to guide
the path of a.....NEW SHIP
McAdamizing Streets was commenced in London by laying
stones in a.....FINE ROW

The *Microscope*, invented by Jansen, enabled the inventor
to see millions of animalcule in a.....WASH TUB
Mnemotechny first introduced by Feinaigle, and if you have
a good opportunity to hear a lecture, I would.....ADVISE you to GO
Mnemotechny first taught in U. S. by F. Gauraud, and will
soon be known .....EVERYWHERE

[The application to Geography and History or to any series of connected ideas or facts, as a discourse, elements in Astronomy, Chemistry, succession of kings, &c., will be given in succeeding numbers.]

How to Conduct a Reading Class.

ALWAYS study the reading lesson yourself before calling the class, as much as any other lesson. The class having been called to the recitation-seat, let them carefully examine the piece to be read, studying each paragraph separately. If there are any words that are not understood, these are first to be defined by some pupil, if possible; if not, by the teacher. Afterwards, any sentence or expression, the meaning of which is not clear, is talked about and explained. Then call upon some one to rise and tell, in his own language, the substance of the piece. All of this is done before attempting to read a sentence, and it very frequently occupies the whole time for a recitation. This preparation will awaken sufficient interest to induce the pupils to study the lesson carefully, preparatory to the reading of it.

In reading, the pupils are taught to express the sentiments of the author as nearly as possible. If the sentiment is sad, he is to try to use such tones as will express that feeling; if joyous, the voice must express joy, and so on. If *one* does not attain to what the class think is right, some one else is allowed to try, and if none of them succeed in doing it quite to suit, read it yourself. Then call upon the pupils, separately, and never leave a sentence until all, or nearly all, read it satisfactorily. If one is found that can not express the sense correctly, have him read it with the *class;* then with *one;* then *alone*.

Sometimes pupils are found that can never become good readers. It is not advisable to spend too much time with such.

After drilling upon a piece until most of the pupils can read it well, allow them to choose one of their number to read it before the school, the class criticizing him when through. Of course, each one will try to read it *best*, so that he can be chosen. Occasionally take a day for reviewing, allowing the pupils to choose their own pieces.

For the Young Folks!

☞A boy fifteen years old once said to me, with an important air, "I went through the arithmetic three times last winter, sir; and I can do any sum in the hardest cyphering book you can bring."

I did not dispute him, nor doubt but what he could *mechanically* obtain the answer of almost any sum *found in a book, under a rule.* But I thought he had, like many others, *made figures without thinking*, and I asked him the following question:

"What will twenty pounds of beef come to at twelve cents per pound, *provided the beef is two-thirds fat?*" He hesitated a while and then said: "If you will tell me what the fat comes to, I'll do the sum."

I laughed heartily, for I could not restrain myself. He soon said to me with considerable spirit, "If you will tell me the rule it comes under, I will tell you what it comes to." I still said nothing, for his ludicrous embarrassment prevented my speaking at the instant; when he with great vehemence said:

"It is an unfair sum—I never saw such a sum in the book in my life."

He considered me an impertinent school master—that two-thirds fat he could not understand—he could not put the fat under any rule—he had never seen a sum that had any fat in it before.

☞A Rochester urchin unconsciously perpetrated a great joke at the expense of his teacher the other day. The lady was announcing to her pupils the holiday on the 22d of February, and asking them some questions concerning its observance, among others, why the birthday of Washington should be celebrated more than that of any one else.

"Why," she added, "more than *mine?* You may tell me," she said to a little fellow eager to explain.

"Because," he exclaimed, with great vivacity, "because he never told a lie."

☞On the occasion of a shipwreck, when all efforts to save the vessel had failed, an old lady going up to the skipper, wringing her hands in desperation, exclaimed, "Oh, captain! are we really in such danger?" "Yes, ma'am," he answered, "we must trust in Providence, now." "Good heavens!" was the pious rejoinder, "*has it come to that?*"

"Old Field" Schools.

BY A PEDAGOGUE.

THE piece in the last number of the Journal about a country school house reminded me of a similar reminiscence in my experience in "Old Virginia."

My "academy," too, was an ancient stone structure, tho' in an unfinished state—with neither ceiling nor floor overhead, but instead some loose boards only. With commendable energy and zeal I determined to construct of the said loose boards a close floor, and for this purpose summoned to my aid a neighboring "patron." We had not proceeded far with our work, while I was as actively as a stooping posture would allow, stepping about up in the loft adjusting the boards, before, happening to tread on the end of a short one between the joists, down I came on the stove and thence to the floor with a contused side and a groan. My kind-hearted helper was about going "*to bleed*" me with his pocket knife, when I fortunately revived sufficiently to protest against his extempore practice of blood-letting!

At my boarding house, where as a great favor I was entertained, I was compelled to share a bed with the plough-boy in the loft, and make my morning toilet out of doors.

I mentioned a *stove* in the school house, and so there was, but this seemed to have been introduced as an improvement to keep pace with the progress of the age, for in one end of the house was a capacious open fire-place, which acted as a wholesale ventilator, insomuch that that winter I laid the foundation of a rheumatism which has been my constant companion since.

A key to the door there was, but no lock. Instead there was a sliding bolt, which could be operated from outside by a bent wire, which said wire formed the key!

Time and space would fail to describe the many ingenious expedients which I adopted to render the house more comfortable, and to conduct any sort of a tolerable school in so unfavorable a place.—"Twenty classes" to hear each day, pupils varying in age and attainments from a five year old in the alphabet to the grown man and woman who had "cyphered through the book"—these were but a small part of that "variety, the spice of life," which enlivened my existence.

I extemporized philosophical apparatus and lectured gratuitously o'

nights to gaping crowds. I worked hard day and night, and as usual got into trouble for trying to benefit others and to do my duty. The big boys threatened to club me, and "turn me out." The neighborhood gossips circulated divers reports as to what horrible things I carried on in the school. One man cited me to court for whipping his scape-grace of a boy. Another abused me soundly because I did not whip *his* boy enough, and make him learn faster. Once, for a fight between a boy and a man pupil I had to whip the boy, and then facing the man tell him to submit to the same discipline or leave. He left!

Accommodating myself to circumstances, and endeavoring, as St. Paul says, to be "all things to all men," I pretended to be able to teach anything and everything, feeling pretty sure that if I made mistakes nobody would know! Many a man fares worse, (in more enlightened doctors' hands, [and gets into his grave], by reason of mistakes,) worse than my scholars did in my efforts to teach the higher mathematics and languages! Many a night have I set up till long into the "wee short hours" studying to keep ahead of my scholars. Thus I kept myself from pining with ennui.

But my *first* debut as school-master was such as to leave an indelible impression on the mind. I was, as many another poor fellow has been, through obstinacy and carelessness, reduced to my last penny, after having "raced the world over" in search of a phantom, and never dreamt of that dernier resort—school keeping—until one day an old man meeting me in the road, after some conversation and finding I was a pretty smart fellow, asked "Mister, can you write a purty good hand?" I replied that I thought I was a fair penman. "Then," said he, "you are the very man we want to take up a school here; we haint had no school for I don't know how long, and need one a plagued sight." I felt as if a great dark cloud was lifted up from around me; and felt like screaming "Eureka!" In short I took up a school. The next question asked me was, "what arithmetic do you prefer?' That was a poser. I hadn't seen an arithmetic since boyhood, and never having had, when a boy, a particular fondness for the study, owing to the dry and unpractical manner of my teachers, the very *names* of all authors of cyphering books had faded from my mind. So as I hesitated my interrogator continued—"some folks use Pike about here," and then I remembered, as a dream, that Pike I had used, and, not knowing of any other, Pike I adopted in my school, and borrowed a horse and rode ten miles the first Saturday to purchase a key to it! I must hasten to add, however, that I soon quit Mr. Pike, and by study qualified myself to use a better.

But, here I have run away from my text apparently, and instead of writing about schools, am talking about the pedagogue. And yet I am not so far from my text after all, for it leads us to reflect upon the lamentable condition of things in the days of "old field" schools, when any stranger who might happen to come along, pretending to be a school master, was entrusted with the care of the *children* of people who would not have entrusted their *brute beasts*—their horses and cattle—to the care of the same individual. Happily for Maryland these days are gone within our borders, it is hoped never to return.

Correspondence.

Having received a number of the Maryland Educational Journal, I am anxious to read more of them, that I may, through their instrumentality, be the better fitted for the discharge of those duties, the performance of which calls for all the wisdom, patience and love, possible to be acquired by any and all means.

Wisdom is gained in the school of experience, by inspiration, observation and study, and hence one may hope to succeed who in addition to his own experience, has thrown open to his mind the experience of others of his brethren who have been impressed with the responsibilities of the high and holy calling in which they are engaged, and who bring to the discharge of their functions a desire to find out and appropriate the best and most efficacious means of imparting instruction to those committed to their charge.

If I understand the object of your journal, it is to give this needed help. It is to be made the channel through which the teachers of the State are to receive the benefit of the wisdom and experience of the practical and not the theoretical instructors of the present age, suggestions as to the best mode of teaching, of study, of living. As such, I endorse its object, approve its design, and feel disposed to aid in its support. B.

Too Late.—Many good thoughts are stifled and many good deeds undone—but many good thoughts come too late, when the opportunity to carry them out has passed. Many a kind word is unsaid, many a good deed undone, because it is not thought of at the proper moment; and many are the bitter regrets consequent thereon.

God's Plan of Your Life.

NEVER complain of your birth, your training, your employment, your hardships; never fancy that you could be something, if only you had a different lot and sphere assigned you. God understands His own plan, and He knows what you want a great deal better than you do. The very things that you most deprecate as fatal limitations or obstructions, are probably what you most want. What you call obstacles, discouragements, are probably God's opportunities; and it is nothing new that the patient should dislike his medicines, or any certain proof that they are poisons. No! a truce to all such impatience! Choke that devilish envy which knaws at your heart, because you are not in the same lot with others; bring down your soul, or, rather, bring it up to receeive God's will and do His work, in your lot, in your sphere, under your cloud of obscurity, against your temptations; and then you shall find that your condition is never opposed to your good, but really consistent with it. Away, then, with all feeble complaints, all meagre and mean anxieties! Take your duty, and be strong in it, as God will make you strong. The harder it is, the stronger, in fact, you will be. Understand, also, that the great question here is, not what you will get, but what you will become. The greatest wealth you can ever get will be in yourself. Take your burdens, and troubles, and losses, and wrongs, if come they must and will, as your opportunities, knowing that God has girded you for greater things than these. Oh! to live out such a life as God appoints, how great a thing it is!—to do the duties, make the sacrifices, bear the adversities, finish the plan, and then to say, with Christ (who of us will be able?), "it is finished!"

INTEMPERANCE.—Carefully compiled statistics show that sixty-thousand lives are annually destroyed by intemperance in the United States; one hundred thousand men and women are yearly sent to prison in consequence of strong drinks; twenty thousand children are yearly sent to the poor house for the same reason; three hundred murders are another of the yearly fruits of intemperance; four hundred suicides follow these fearful catalogues of misery; two hundred thousand orphans are bequeathed each year to private and public charity; two hundred million dollars are yearly expended to produce this shocking amount of crime and misery, and as much more is lost from the same cause. A convention of the friends of temperance is called to meet in Baltimore on the 27th August.

An Abstract

Of the Proceedings of Second Annual Convention of State Teachers' Association, Annapolis, July 9, 1867,

AS REPORTED BY THE PUBLISHER AND MANAGING EDITOR OF THIS JOURNAL.

A GOODLY number of Baltimore and other school ladies and gentlemen had a pleasant trip on board steamer Highland Light to the ancient city, where they were met by other delegates and made welcome to the Halls of St. John's College by Rev. Dr. Nelson, President.

In due time the meeting was called to order—proceedings of last meeting, constitution and by-laws read—announcements made, and other informal business transacted. Whereupon the regular order of exercises, as prepared by the Executive Committee, was proceeded with, consisting of, *first*, an address by Rev. Dr. McJilton, Superintendent of Baltimore city schools, on "*The Representative Teacher*"—in substance as follows:—

Dr. M. said that, in one sense all teachers and people are representative—the term expressed an indefinite relationship. The teacher was equal to the minister. The character of the people is in the hands of the teachers, while they work without the honor of being characterised as a profession. The medical profession in this State was once in the same condition, but they made legislative application, organized and obtained the right of giving diplomas. The same should be done for the profession of teachers. We want an incorporated institution to give diplomas. If this were done, we might then find the representative teacher wanted. In this connection there has never yet been made that classification of the human mind such as is necessary. This may seem metaphysical to some who are afraid to think of these things. The subject does not receive proper consideration.

When Dr. Arnold took charge of Rugby College he was asked how many pupils were necessary to its success. He replied, it is not necessary how many, but it is necessary that they should be christian gentlemen. We place mental training first—religion and gentlemanly conduct subsidiary—thus doing one-third of our duty only. Impossible to attain to what we should without attending to all three. It requires more than book-knowledge to impart knowledge—real, practical knowledge. Other matters are incidental. If the teacher attempts to teach even the decalogue, he is liable to be accused of sectarianism; yet is advisable to introduce this subject more in the primary schools. The true representative teacher should not be selfish. If this subject were properly considered, we could make more rapid advances. Intellectual development is of little importance without the moral. Children are too often suffered to run at random. Parents complain of teacher's discipline. If this is allowed to continue, the teacher cannot make the proper development. The teacher's office is an unthankful one, but the true representative teacher may so act as to avoid the rod.

Dr. Arnold at Rugby succeeded an old gentleman named Wool. Wool used the rod; Dr. Arnold did not. The old gentleman had a tower built in which to flog his pupils. Lord Littleton passing by, heard the cries of the whipped,

and afterwards said that everything was sparingly administered at Rugby except the rod. Dr. A. changed all this, and Rugby flourished.

Character should be developed more. Children are too much taught that they are free, and they too often use it to their own detriment. Under a different state of things we may find the ideal representative teacher.

Next in order followed an address by Prof. Wm. Logan Baird on "*The so-called analytic method of teaching.*"

Prof. B. opposed the use of the so-called analytic method in primary schools. A full account of his logical argument is, however, deferred for the present, as he has promised us a revised copy of his remarks for publication.

At this stage of the proceedings a motion was made to adjourn the Convention to Baltimore, which was lost, and after some agreeable sparring and a recess of ten minutes, the third subject in order was introduced by Rev. Dr. Nelson, viz: "*The duty of the State with regard to higher Education,*" who spoke with great animation and eloquence.

Dr. N. said all admitted the duty of the State to Education generally—and the State was bound to care for the body—for the prisoners—for penitentiaries—but there was a higher and nobler care in the mind and soul. All feel, when standing before some gigantic asylum, overawed by what society has done for the suffering, but true, solid, thorough education does more than all this to prevent suffering—especially mental or cerebral suffering. He believed that if we had *true* teachers there would be less suffering—our jails less crowded, and many more be led in the path of life. He eloquently argued that it was the true policy of the State to educate in a higher sense—not glare and tinsel, in disregard of true principles and true practical life. Some admitted it to be the duty of the State to educate the people, but their ideas of education extended no higher than to be able to read and write. It might be better for all to read the newspapers less and thorough treatises more. True education leads the heart upward to something nobler and higher than searching in the dust for money. He advocated a higher education. To be able to read the old classics was noble. To read the story of Penelope and Andromeda and the grand old epics in their original, and not the mere reading of Latin and Greek, but the imparting of intellectual food to both male and female, and he made no distinction between them.

The State is bound to attend to the higher culture of the mind and soul. Examine the utilitarian purposes of this. Isn't it the duty of those who have means to provide for the education of others? He had heard a gentleman say that the Baltimore city schools were a swindle, because they taught the higher branches, the—ologies and such nonsense! If the State is bound to take care of society, isn't it bound to educate fully and to awaken those celestial fires that smoulder in the soul? Allusion was then made to a now prominent gentleman in Baltimore, who was once a vender of vegetable ivory toys, but who by education was elevated. Just think of everybody being cultivated and thoughtful! There would then need to be no weighty bulwarks, no guns to belch forth destruction, but virtue would reign and we would need nothing but faith in God and charity towards all mankind.

Next followed the "*Inaugural Address*" by Prof. T. D. Baird, Principal of Baltimore City College.

One year ago a few organized this association, and the largely increased interest justified anticipating successful results. It is necessary to define what we propose to do. The general purpose of this association is to increase the interest of teachers in some way or other—to advance the interest of the teachers in the State. The precise means for this not so clear. What, then, is the position of the teacher in Maryland, as compared with other States, and to education itself? At this time education is in the mouths of all—it is a prominent subject—but how much attention has been turned to the teachers? Who has applied to them for ideas really advantageous to the educational interests of the State? Turn your attention to other departments of professional skill, to whom do you look for advice but to those who have experience, and whose practice enables them to stand fully abreast in their own consciousness in all that is known, and to direct wisely. It is strange to look to outsiders for ideas and measures. Yet in regard to education it is supposed to be so simple a subject that any man in any department of life is fully qualified to handle it. Teaching is not a profession requiring but little knowledge—but this is overlooked by our Legislators, and they handle a subject which should be approached with reverence and awe, with the greatest familiarity, without consulting with the skillful teacher, who alone is able to instruct. What should be the position of the teacher? He should be consulted, and no educational laws passed without the approbation of skillful and experienced teachers.

In St. Louis, which boasts of an excellent system of education, that system is entirely the product of the minds of the teachers.

Education will never advance much till the teachers' position is asserted and acknowledged. All professions combine, and there is strength in union—so the teacher must do the same to realise his true position. And associations of teachers are higher than a mere trades union. Education cannot progress whenever the teacher is held in low esteem and overlooked. The teacher is the system. Bad teachers make bad schools, no matter how perfect the system. The teacher makes the school—hence any system that improves the teacher is the system which will advance the cause of education.

How can this association do this? First, by bringing the teachers together in the eye of the public, that people may look on us and see what manner of people we are. Next, by inspiring that increased confidence, mutual respect, self-reliance, manliness, courage, so necessary in any profession. Next, keep their own minds alive by interchange of views, and sympathies. This association not expected to act on its own members solely—must be aggressive, audibly and by publication—let their peculiar thoughts reach the public.

Teachers must make educational progress; if they do not do this, you may build up or tear down systems in vain.

Fellow-teachers, we take a pleasure in associating, and let us all, notwithstanding all discouragements, come to the understanding that we have a vital interest, and bind ourselves by an inward vow to stand by and support the association—not as a political but an educational agency, attacking the minds and intelligences of men. Secure the respect, co-operation and good will of the people of the State by enlightening them in this great truth, that progress in wealth can only be secured by that intelligence which will place our citizens on a par with the people of other States.

Next followed a *Discussion* by Prof. Lovejoy, of Baltimore City College, and others, on "*What means should be employed to secure good attendance at school.*"

Prof. L. thought that teachers can do something to promote good attendance, both out and in the school. It is a heinous offence to stay away from school, and there ought to be some way to convince people of this, and compel attendance.

Communicating with parents, missionary work, pastoral visitation, would have a good effect, as many would be surprised to find the teacher manifesting an interest in their children. Some teachers have a happy personal popularity which attracts. Good discipline will aid in making school popular. Don't scold! Discourage outside interests. Employ all your ingenuity in contriving to interest. Lecture on punctuality by citing agreeable incidents—take time to impress it—illustrate intelligently—get up the pupils' pride, and that they share with you responsibilities, &c.

Prof. Newell, of State Normal, thought that the subject applied as well to country as to city schools.

Mr. Gallagher, of Kent, in his experience had fallen back on penalties to correct the evil.

Mr. Farquhar, President of Montgomery county, stated that in visiting his forty schools he had noted comparison between the number on the list and the actual attendance, and found about 62 per cent. to be the average attandance. He believed one-third of the registered children in the State absent from the schools. He had found a difference in schools as to attendance.

In schools where amiable and pleasant means were employed, at same time insisting on order, where encouragement was given to pupils for positive good, rather than the odious way to drive out evil, the attendance was good. In one such school four-fifths attended regularly of their own choice and could not be kept away, and this not owing to personal popularity of teacher, but to such adjuncts as pleasant treatment, music, singing, &c. In another school where the teacher complained of bad attendance, he found it was owing to a harsh and sneering (of all ways the worst) mode of correcting. Make schools pleasant, and you will have a good attendance; but it can only be done by tasking your ingenuity, and calling into requisition all the power and soul.

Mr. Trainor, of Baltimore county, believed in moral suasion—exhibitions—music, but all depended on the teacher. A lazy teacher would make a lazy school—an energetic teacher a good school.

Mr. Mendenhall, of Calvert, was actuated in his course as teacher by the old line "Let love through all your actions run." Advocated the *suaviter in modo*, without the *fortiter in re*. Never had used the rod but once, and that was on the urgent demand of a parent to "lap" his Joe for truancy. Made Joe pull off his coat in the vestibule, (and he wouldn't teach in the house until it had a vestibule,) in private, at the noon hour, gave him a good lecture and good thrashing, and Joe has been regular ever since *from fear!* although the deficiency of his home moral training appeared too manifestly, when on the first blow of the rod, he declared, with a rueful face, "there, now, you have burst my bile," when he hadn't the sign of a boil about him! Mr. M., though living near the school-house, rarely goes home to dinner, but remains to care for the morals of the pupils during the hour of recreation, and would generally have a good attendance if Providence would only favor with the right kind of weather.

WEDNESDAY, JULY 10TH.

Association re-assembled, first in order on the programme being an address by Prof. GEO. S. GRAPE, of St. Timothy's Hall. He chose for his theme "*The Dull Pupil.*"

Thought teachers were to blame in many cases for the dullness of pupils. Pupil should be encouraged to believe in his own powers. Teacher must have faith, and show no signs of discouragement. Enforced the importance of thorough teaching in the elementary branches, and the evils of pushing pupils too fast, &c.,

Prof. WESTLAKE, of Baltimore City College, followed next on "*English Grammar.*"

Two things were necessary to teach any branch successfully: to understand what is to be taught, and to have an efficient method to teach. Reminded that English Grammar was not Latin Grammar, as some writers would appear to imagine. Some have said that an English Grammar has not yet been written. Certainly many books on English Grammar are indifferent or worthless. Prof. W. could not see the force of saying that it is best to study Latin Grammar before English Grammar. Much said about the value of the classics as a mental discipline, and while not opposed to the study of ancient languages, thought the English afforded as different, and perhaps, more practical discipline, and those who are preparing for business only could employ their time more profitably. The relative importance of Latin is overrated, in that while a certain copiousness of language may be thus attained, the pure Anglo-Saxon words are most powerful, and used by the best speakers. Nine-tenths of the time spent in the study of the classics in a manner thrown away. The study of Philosophy and other English branches affords as good and more practical training. Prof. W. spoke of the mental discipline derivable from Grammatical analysis, which some would have to take the place of parsing, but both should go hand in hand. Important to teach thoroughly and not attempt too much—one thing at a time, and the oral method preferred. Teachers should strive to develop thought, rather than trust to mere memorizing. Uniformity of style in parsing, and the duty of insisting on the use of correct language by the pupil enjoined. And as to books, it may be advisable to follow a text book in primary classes, but should endeavor to rise above the text books. He closed by giving a complex example of analysis.

In reply to a question as to what text book he would prefer, Prof. W. was understood to say that no one text book came up to his standard—he would advise to consult several. Green's was good, but too full, and not advisable to use in class.

Prof. NEWELL, of the State Normal, as Chairman of Committee on Resolutions, here introduced a resolution, which was unanimously adopted, in effect as follows:

Resolved, That a committee of five members of this association be appointed to memoralize the Constitutional Convention, and to embody in their memorial the following points, viz: 1. That the educational interests of the State require a uniform system as the only means by which the masses of the people can be educated. 2. A general school tax to be provided by organic law as the best guarantee that a State system will be maintained. 3. Thorough supervision, necessary to make any school system effective; and to provide for the professional education of teachers within the limits of the State. [See memorial in full.]

After a short recess, the Governor and Lieutenant Governor of the State, having previously been waited upon and invited to visit the association, appeared.

The Chairman welcomed the Governor, and introduced him in a cordial manner, referring to the resolution just passed.

Gov. Swann, in response, said that there was no position more useful, honorable, or practical, than this association of public teachers. He had always taken a deep interest in popular education, in fact, took such an interest in the subject as to consider it a privilege to lend his influence in trying to perfect it. Maryland was a great State, though a small one—was making gigantic strides, as we all know, and must have at the helm enlightened men. That duty devolved on the teachers, who control a power they are not aware of. There might be some little confusion just now among us about popular education, but if there is anything fixed and established, our educational system must be progressive at whatever cost. If the present system not perfect it may be improved, but the people want to see all educated. A proper feeling on this subject is becoming permanent, and it would be a source of mortification if we should be found laggards. On popular education, there was but one opinion in the State, and he offered his sincere congratulations, and wished the association God speed in their efforts.

Lt. Gov. Cox was next introduced. It was eminently proper for the teachers so to meet in convention in the presence of the collected wisdom of the State; neither was it matter of indifference to members of the Convention that this association had convened. They understood that there were some things more important than armaments and laws. Why have other free governments in the past gone down; were they deficient in laws? and yet they are gone as a school boy's tale, or the vision of an hour. And is there nothing in this to teach us to reflect. How shall these mischiefs be prevented? only by popular education. In the rapid spread of our institutions, error and crime have extended by popular ignorance; millions are without information. What's the remedy? Educate! Education is a duty and a right, and he who resists the progress of education is a demagogue. None dare to make a crusade against it. He envied not the man who can make capital out of such a cause; and concluded by congratulating the association on the present system of education, as having advantages over all other systems. No State has a system which in so short a time has done so much good. Much is due to our excellent Superintendent, but also to the school officers, and lastly to the teachers themselves, who are after all the gist of the whole system.

At this stage of the proceedings a committee appeared from the State Constitutional Convention, bearing an invitation to this association to visit the Convention in a body, at such time as may be convenient.

Mr. Barnes, Chairman, assured the association of the good feeling and deep interest felt by the Constitutional Convention in the cause of education. The members of the Convention were committed to public education, and their hearts are in the great cause.

Messrs. Garey, Nelson and Tarr, of same committee, also added a few remarks, and the latter stated that he did not wish premature judgment to be passed on the Convention in this matter.

The association then, on motion of Prof. Elliott, voted to convey to the Convention their hearty thanks, and that the invitation to visit be accepted.

Mr. Miller, of Montgomery, presented the following resolution, which gave rise to some remark, but was finally passed :

Resolved, That the committee to Convention be instructed to request the action of said Convention to be so modified as in no possible contingency to leave the State without a school system.

Dr. Nelson, of St. John's, here rose exultingly, and said that he considered this the proudest moment of education in the history of Maryland, in the fact of the Constitutional Convention thus recognizing this power.

Dr. L. Van Bokkelen next addressed the association on "*On the development of the perceptive faculties,*" which remarks will be given in these pages in full hereafter.

Thursday, July 11th.

Convention re-assembled.

Discussion—"*Should the Rod be used, and for what offences?*" opened by Prof. Leakin, of State Agricultural College.

Prof. L.—all teachers were forced to think on this subject, and, of course, there were various opinions—it was a valuable institution to some teachers. His own opinion was that the rod could not be dispensed with altogether, but should be used as a last resort, and as a punishment essentially necessary for great crimes, should not be used for dullness or want of success in recitations, but only for moral offences—including indolence persisted in—not trying. Sometimes from the bringing together so many scholars, some of virtuous, some of vicious parents, it was impossible to preserve the required good order without the rod. Teachers were themselves sometimes in fault by provoking the antagonism of scholars by their own uncontrolled passions and want of sympathy. Some schools seem to *require* the rod, children used to it at home. Considered it dangerous for a teacher to announce that he intended to govern without the rod—should be held *in terrorum!* There was also a difference of opinion as to how the rod should be used, if at all, whether publicly or privately, circumstances should decide. He would say that for gross, well known public offences, he would whip before the school, for doubtful offences in private. Punishment in the school should be governed by the same law as in the State, i. e. not merely with reference to the offender, but for the general good.

Mr. Farquhar, of Montgomery, said he had this morning met in these college grounds a curly headed boy, with bright eyes and joyous face, and he had thought what connection could there be between that child as to his becoming a man, and whipping. It was not nature's way, and we should follow nature. Nature punishes 'tis true those who trangress her laws, but in a different way. But he would take higher grounds and assert a substitute for the rod that would answer in all cases. Our Almighty Father has given us a doctrine in conquering the world—by love. Now if the world can be conquered by love, cannot innocent children all be subdued in the same manner? All admit that the rod has been used too much, and that the nearer our schools and school governments approach to perfection, the less the rod may be used; we should, therefore, set up a high standard and aim at that perfection which will render whipping unnecessary. The command to govern by love would not have been given if it had not been practicable. At a late teachers' meeting in Massachusetts, Prof. Agassiz stated that he had taught for forty years and never whipped. In one of the largest schools nearer home—Prof. Hallowell's in Alexandria—the rod was first used, but

for several later years not. All experience confirms the opinion that the use of the rod is a relic of the barbarous ages, and as we advance in refinement it must cease to be used. He deprecated the idea advanced by the first speaker that the temper and frame of mind of some teachers compelled them to whip. Was it right to make children suffer for their want of self-control? Self-control first necessary qualification of a teacher, and with this can control others by love.

Mr. MENDENHALL—a question or two: When you whip a boy are you yourself not the whipped party? He forgets it in an hour or two, while you feel sore within. He once took charge of a school in Virginia, and after having taught some days, was met by one of his patrons, who sternly accosted him with "Mendenhall what have you done to my boy?" He was frightened, and replied he had done nothing. "Yes you have," says the man, "when the other man taught here, and we wanted to find the boy, we had to hunt for him all over the place, but now when we want him, we know he is at school." He had governed by the law of love. It may be said when looking at a boy entering the school, with an innocent, smiling face, that there is hardly anything bad there—but there is a lurking devil within him, and you must either rule him or he will rule you. It is possible to get along without the rod. Whoever whipped a girl. (I have, said some one.) I would rather go to the penitentiary than whip a girl. A certain boy came to my school once, picking quarrels and making disturbances. I told him he would have to quit, or I might have to whip. I prepared a stick, and after due admonition, offered it to the boy and told him to whip me. It cowed him, and I had no more trouble with him.

[At this stage of the proceedings it was decided not to visit the Constitutional Convention formally in a body, but to respond to their invitation by a note from the President.]

In the absence of Prof. Deshiell, who was to have spoken "On the necessity of studying the classics in order to understand the English Language," Dr. Nelson asked unanimous consent to be allowed to say a few words on same subject.

Dr. Nelson was a strong advocate for the study of the classics—he, however, agreed with Prof. Westlake in the power of the English language as an element of culture—it was the highest language ever produced—not so beautiful as the Greek, not so musical as the Italian, not so soft as the Spanish, not so strong as the German, yet considered the Latin language essential to the fullest understanding of the English. Our Bible translation was the most perfect specimen of sterling old English—in the first Psalm there were only two or three Latin words, in the Lord's Prayer only two—all others thoroughly Anglo-Saxon words. He admitted all that, but needn't tell you that the persons who translated that Bible were able to use those words, because they were perfect Latin and Greek scholars. A knowledge of these languages was essential to the study of English Grammar, great advantage in explaining to the pupil how the word *noun* was derived from *nomen*, and so with other words. And many words in popular use derived from Latin. The English language cannot be thoroughly understood without the Latin, because it is not a rivulet but a broad stream. The English is the queen of languages, to which the Latin and Greek are useful and beautiful serviters. That which enabled old scholars to help to compose such splendid translations was their nice and delicate perception of the use of words derived from a knowledge of the classics. As for instance, the word *penna* may mean a feather, a quill, and many other things, requiring study to discrim-

inate, so this necessity of study is the ground on which he stood as an advocate for the Latin. He admitted that Anglo-Saxon words were strongest; but we can only arrive at their use by the study of the classics. Three-tenths of the words in English language are Latin, therefore unless you teach the pupil Latin he must forever remain in ignorance of the full meaning of all those words. If a boy had only one year to spend in study he would put him in Latin for two reasons, because so much of our tongue is Latin, and he is studying something which gives him trouble to learn. That which is easily learnt is generally not worth much. The reason why so few persons appreciate the classics, is they don't go far enough.

Prof. WESTLAKE rejoined. The theory of Dr. N. seemed plausible, but he desired to raise a question of fact as of theory. It is a deplorable fact that the study of the classics in most of our colleges does not produce the results which his theory would indicate. Two-thirds of the graduates were scarcely able to read their own diplomas, and college graduates notoriously make mistakes in writing English.

Prof. NEWELL wished to ask whether boys in the Baltimore City College, who took the English course alone, were better English scholars, or better mathematicians, or better gentlemen than those who took the Latin course, and were those who studied English and Mathematics, or those who studied Latin and Mathematics, the best mathematicians.

Profs. Lovejoy and Elliott seemed to think that, although there were exceptions, those who never studied Latin were in general deficient, and those boys give greater satisfaction who take the classical course.

Mr. FARQUHAR referred to the many well written books by ladies, who did not generally, he supposed, study the classics, as an argument that the English language could be well understood without the others.

Prof. LOVEJOY said gentlemen were right in claiming much for the classics, but they were not necessary to the study of English. Could not believe it true. Not the way to learn the English language. Let us honestly advocate our own language, and it was time we had professors of English as of Latin in our colleges. By studying a book of synonyms we can do as much as by Latin. It was a roundabout way to study English, and he was tired of this protest that men must study Latin.

[This closed the business of the association—the last and perhaps most important subject in the programme, "to what extent should moral instruction be given in our schools," being omitted for want of time.]

The fixing upon the time and place for next meeting was left to the Executive Committee.

The following officers were then elected for the ensuing year:

President, Rev. Dr. NELSON, of St. John's. *First Vice-President*, Wm. R. Creery, of Baltimore. *Second Vice-President*, H. L. Mendenhall, of Calvert. *Recording Secretary*, A. F. Wilkerson, of Baltimore. *Corresponding Secretary*, Wm. Gallagher, of Kent. *Treasurer*, Alex. Hamilton, of Baltimore. *Executive Committee*, Messrs. Baird, Newell, Elliott, Mills and Trainor.

The thanks of the association were then unanimously voted to Dr. Nelson and lady for their efficient efforts to render the meeting comfortable.

A vote of thanks was also passed to the officers and men of the Naval Academy, and to Mrs. Beale, Thos. N. Pindell and all others who in any way contributed

to the comfort of the members. Also to the officers of the association—to those who delivered addresses—to the Individual Enterprise line of steamers, and to the Executive Committee.

Agreeable Episode.—A beautiful mantle clock having been brought in and placed before the President, Prof. *Creery*, of Baltimore, rose and addressing Dr. Nelson, said in substance as follows:—

As the happy recipients of your kindness of heart, we desire to express in some small measure our appreciation. One year ago in Baltimore this association agreed to meet in Annapolis, You were apprised of this determination, and responded with noble munificence. You offered to entertain all ladies free of charge. This and all your promises have been more than fulfilled. We have the hearts and generous influences of men and women, and wishing to show that we have such feelings, now come to present this beautiful time-piece, and trust it will be received as a very small mark of our esteem for your noble self-sacrifice. We thank you for all your kindness. As the passing hours of this clock are passing away, so we must one day all give an account for our actions. Words fail to give utterance to the sentiments of the Maryland State Teachers' Association.

Dr. *Nelson*, much aroused, could only, with deep feeling, return his sincere thanks for this more than kindness.

Dr. Baird then congratulated all on the successful result of second meeting of the association, and declared it adjourned.

Memorial to the Constitutional Convention.

Annapolis, July 10.

To the Honorable Constitutional Convention of Maryland:

The Public School State Teachers' Association, now in session in this city, believing that an expression of opinion from the Teachers of the State on the question of Public Education would be acceptable to your honorable body, have by a unanimous vote directed the undersigned to memorialize the Convention, and most respectfully to make the following representation:

First.—That in the opinion of this association an efficient *State* system of education is the only means by which the blessings of good education can be secured to the masses of the people.

Second.—That in order to establish and maintain a system of Public Instruction worthy of the State of Maryland it will, in the judgment of this association, be necessary to insert in the organic law of the State a provision for a *general* school tax—for unless such a constitutional tax is provided, the whole question of free public schools will be left to accident or to the varying judgment of successive legislatures.

Third.—That there is a possibility, however remote, that under certain contingencies the public schools of the State may be closed in the spring of 1868. Your memorialists, therefore, most earnestly pray your honorable body to take such steps as will ensure that the schools shall be kept open until the new system contemplated by the new constitution shall be inaugurated. Your memorialists believe that such a measure will be gladly received by the people, and will be but simple justice to the children of the State and their teachers.

Fourth.—That in the opinion of this Convention a thorough system of supervision is necessary to render any system that may be devised effective.

Fifth.—That as it is unworthy of the dignity and inconsistent with the interests of the State of Maryland, to be dependent on other States for a supply of teachers, it is necessary to provide for the professional education of her own teachers by normal schools and other agencies within her own borders.

Arithmetic.

SINCE the days of JESS and DABOLD and other authors, we have, (in these days of mammoth publishing houses, that understand so well how to cram new books down the throats of the dear public,) many good arithmetical books, and yet it seems, after all, that none are so perfect as to dispense with the necessity of explanation from the living teacher, armed with chalk and blackboard. Many new and curious, and often more curious than useful, methods of performing certain operations in numbers are given, but yet it appears that in the actual matter-of-fact knowledge of imparting facility in the use of the fundamental rules of arithmetic, upon which all else depends, and without a thorough proficiency in which all beyond will be but laborious irksomeness, very little advance has been made.

Books of "mental arithmetic" are an advance in the right direction, but even these do not relieve from the necessity of patient and laborious illustration on the part of the teacher. *With* this, arithmetic may be made an attractive study, without it, to a large majority of pupils, it will continue quite the reverse, and all sorts of ingenious dodges will be invented to shirk the mastery of its principles—so as to "cipher through the book" and still remain ignorant of the science of numbers. It is proposed in the pages of this Journal to present a series of practical articles on this subject.

THE TEACHER'S ENCYCLOPEDIA.—Teachers, as a class, cannot provide themselves with encyclopedias, or such other books of reference as would aid them in their labors, but in the latest edition of Webster's magnificent Quarto Dictionary they have a worthy substitute. Whenever I meet teachers in their associations or institutes, or in private, I earnestly present to them the great advantage they would derive from having this work near them. It will tend to make them accurate, while the definitions and illustrations will suggest many new ideas for elaboration among their pupils.—*W. R. White, State Superintendent of Free Schools for W. Virg'a. Wheeling, Mar.* 21, '66.

Allegany County Normal.

AS the morning breezes are wafted from the east to the west of our State, bringing on their wings the song and spirit of success from Kent, Queen Anne, Caroline, Talbot, Somerset, Worcester, Montgomery, Howard, and almost from every nook and corner of the State, Allegany takes up the swelling chorus and speeds it onward with words of cheerfulness and encouragement to the friends of the best Public School system ever devised by man.

Allegany has no Institute to report yet, but it has the record of having that which is no less worthy—the record of having the first County Normal School in the State. A few months ago it was determined to try the experiment, although we were told by many that our Normal would prove a failure—that Allegany was not yet prepared —that our young men and ladies would not avail themselves of the school. But, what is her report? The school opened with near one hundred pupils in the two departments, Model and Normal. Twenty-one young ladies, and twenty-eight young men, were found to enter the Normal classes, most of whom will be good and efficient teachers. The session closed June 28th, with highly literary exercises, to a crowded house, and an audience that duly appreciated the performances, which was apparent by their frequent applause, and the profusion or shower of bouquets which greeted the performers.

To the credit of the school be it said, that it had classes that would have done honor to any State Normal, not only in the branches generally taught in our common schools, but the higher branches.

It has been truly said by the citizens of the place, "that a more noble, more respectable class of young men and ladies, were never before assembled in any place."

Sometimes a feeling of a want of sympathy from some portions of our community in behalf of our enterprise, and the innovation of such a school in our county, made us feel somewhat desponding. Success, however, crowned our efforts, and onward and upward shall be the watchword of Allegany.

JAMES M. SHOBER,
Pres. of County Board.

SPECIAL NOTICE.—If any views are advanced in any of the articles in any number of this Journal which do not accord with the opinions of others, they are invited to combat them, provided always it is done in a spirit of kindness. These pages are open to a free fight on all educational subjects.

Grammar.

DOUBTLESS there is no branch of learning ostensibly taught in the schools so *poorly* taught as Grammar. None which may be said to be so near not being taught at all as this! Hearing Grammar lessons by rote is attended to industriously enough, but this does not satisfy the inquiring youthful mind, which reads that "English Grammar teaches how to write and speak the English language correctly."—"Why," said a youth, after studying Grammar under a crack teacher some months, "I know no more about Grammar than I did at first! I make as many mistakes in speaking as I ever did!" Doubtless, as intimated in an article published in the first number of this journal, there is room for improvement in methods of teaching. The science of teaching does not appear to be fully understood. The power of mind over mind may not yet be fully known. What shall we say, then? Shall we in dispair of present success fall back into supine inaction, or shall we arouse and with a nervous longing for something better, strive after perfection?

There are those whose critical instincts lead them to be ever looking for grammatical inaccuracies in the conversation or writings of others. These are those who have yet to learn that in a great house the *whole* may be very good, though marred with slight faults of detail. They forget that the artist, in the hot pursuit of effect, may err in detail. They forget, too, that such is the power of early habits and associations, that all the study of rules will not eradicate them. A knowledge of the technicalities of Grammar and a knowledge of correct language are two things. The former the teacher may impart—the latter is only acquired by familiarity with the best writers and speakers and by daily association with the educated and refined.

In the technicalities of Grammar we find a great many hobbies, and it is quite amusing what vast importance is attached to little things. Old Lindley Murray is a fool to some of these modern discoverers. They remind us of the poor way-faring man who carried with him a wonderful *stone* to make soup with! He would first beg the good house-wife where he happened to sojourn, to favor him with a kettle, into which he would put his magic stone, fill up with water, and suspend over the fire. Then he would beg for a little salt and pepper, some scraps of meat, vegetables, &c., to *flavor* the soup, and so by and by he would turn out quite a palatable soup, all made of a bit of *stone*, which he would carefully tuck into his pocket for future use!

Since the days of Horne Tooke and Lindley Murray mountains of paper and black seas of ink have been consumed in manufacturing improved grammars. Have the improved grammars improved the language? Have they turned out better writers? Rather the reverse—and the writings of Addison and Pope and a host of worthies of that day still loom up as copies for our imitation.

The Grammar improvers are something like the improvers of the Maryland school system! They denounce the present system as abominable, but fail to show us a better! Come up, gentlemen, grammar tinkers and school system tinkers—let us have less fancy and more fact, fewer kicks and more kisses, and our world of pupils, parents, teachers, and school officers, would be all the better for it, and be very much obliged to you.

Will some one compile a list of the various different school Grammars and tell us which *is* the best, and why? and generally what is the most rapid and practical method to teach Grammar?

☞On the 10th of June, 1867, the following communication was addressed to the State Board of Education by the State Superintendent, and ordered to be entered on the Journal:

To the Hon. State Board of Education:

Gentlemen: The Comptroller having reported to the Constitutional Convention that the cost of printing 20,000 copies of the Report of the Superintendent of Public Instruction in English, and 5,000 copies in German, was $30,243; and as this extravagance has been charged upon the School System, the Superintendent wishes to state, and have the statement spread upon the Journal of the Board—that he asked for and urged the printing of only 3,500 copies, and placed a request to that effect in the hands of Mr. Calvert, of the House of Delegates. When the resolution to print 25,000 copies was under debate, it was distinctly announced that the Superintendent had said, that it would be difficult to distribute even 5,000 copies. Personally, I assured many members that the number was unnecessarily large, thus relieving myself and the State Board of Education from any responsibility for the expenditure of a sum of money sufficient to build thirty school houses, or to pay the salaries of all officers who superintend the schools for one year.

As yet, none of the copies printed have been distributed, except those sent from Annapolis by the members of the House of Delegates, or those sent from this office.

☞Mr. Welling, late editor of the *National Intelligencer*, has been elected President of St. John's College, Annapolis.

Annual Commencement of Baltimore City College.—The annual commencement of Baltimore City College (formerly Male Central High School) took place Friday, July 12, at Holliday street Theatre. Every portion of the house was crowded, and many were unable to procure seats. The Blues' Band, Prof. Holland, was in attendance, and interspersed the exercises with excellent music. The graduating class consisted of John Henry Appell, David Emory Ball, William John Chichester, Thomas Walter Crook, Henry Dunlap, George Washington Gillaspey, Edward Driver Halbert, Robert Rose Leitch, George Edwin Maydwell, Daniel Schaffer Miller, Elmer Slack Miller, William Reynolds Miller, Charles Egerton Reid, John Wesley Richardson Sumwalt, James Franklin Supplee and Herman Washington Thomiz. The order of exercises were, prayer by the Rev. Dr. Nelson, President of St. John's College, Annapolis; Salutatory Address by Wm. R. Miller; Oration, "Earth's Benefactors," by Herman W. Thomiz; Oration, "The Times we Live in," by Elmer S. Miller; Honorary Oration, by Henry Dunlap; Oration, "The American Navy," by John W. R. Sumwalt; Oration, "The Right of Self-Government," by James F. Supplee, and Valedictory Oration, by Wm. J. Chichester. The pieces were all creditable productions, and the speakers were the recipients of showers of bouquets from their friends. The certificates were handed to the graduating class by Professor Thomas D. Baird, Principal of the College, with appropriate remarks. The Peabody prizes, those of the first grade, of $100 each, were then awarded by Joseph Cushing, Jr., Esq., of the Board of Directors of the Peabody Institute, to Elmer Slack Miller, Wm. Reynolds Miller, and William John Chichester; and of the second grade, of $50 each, to Robert Rose Leitch, Herman Washington Thomiz, George Washington Gillaspey and Daniel Schaffer Miller. The exercises closed with a benediction by the Rev. Mr. Shreve.

☞We have received from the manufacturers (C. M. Crandall & Co., Montrose, Pa.) a box of their Improved Building Blocks for children, and after a trial of them in our own family, are prepared to recommend them as the best thing of the kind we have ever seen or heard of. We have, during our experience as the head of a family, purchased playthings enough to have started a small toy shop, but in a short time, being made in such a frail manner, and of such perishable material, they would gradually disappear; but these blocks, being composed of solid, tough wood, are strong enough to resist whatever hard usage children may give them. And while they afford much amusement to the very small child they are also a source of great pleasure to those of larger growth, for with them all the various rules of architecture may be practiced, and no limit is placed upon the various ways of exercising the ingenuity. There are upwards of a hundred pieces, and they can be put up in a thousand different forms. No rules are required to put them together, although a large photograph, showing a complete village, made from these blocks, and which represents a church, dwelling, arbor, summer house, pump, fence, etc., etc., accompanies each box.

Talbot County.—In Talbot county school district meetings have been held to determine, by a vote of the people, whether new school-houses shall be built in certain districts; and, in others, whether the old houses shall be repaired, &c. At Trappe it was resolved to repair the old house. At Island Creek a house has been purchased. At Dover it was determined to build a new house, and that $1200 be levied on the district as a special tax to pay. At Oxford it is expected something will be done. These meetings indicate the interest which the people are taking in their schools.

Prince George.—As we learn from a letter published in the Marlboro' Gazette, from Dr. John H. Bayne, President, in Prince George county four hundred more pupils attended the free schools the second year (just closed) than the first; and the average attendance has been still more encouraging. Some schools have more than doubled.

☞From St. Mary's, Charles, and other counties, also come cheering reports of increased interest in school matters. In our next we will give some particulars.

Who are most opposed to our School System?—A short and pithy article, giving the correct answer to this question, will appear in the next No. of this Journal.

A Bore.—That popular lecturer, John B. Gough, is responsible for the following: Mr. G. says he receives many letters from strangers. Not long ago he received a long communication from a man who closed his epistle by apologetically saying, "I hope you won't consider me a bore"—but spelt it *b-o-a-r*.

Hard on the 'Squire.—A certain aged divine, known as father S——, was in the habit of riding a very good horse. On a certain occasion he was accosted by a self-important *'squire* somewhat thus: "Well Mr. S——, I see you ride a fine horse—your master was content to ride on an ass." "Yes," meekly rejoined father S——, "I tried to get an ass, in imitation of my master, but found all the asses had been taken up *to make 'squires of them!*" The 'squire collapsed.

☞The report of the State Teachers' Association crowds out of this number several articles, such as notices of Institutes, and an account of the generally condemned as unfair attack on the school system and State Superintendent made in the Constitutional Convention, which will appear in the next issue.

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POPULAR INSTRUCTION AND LITERATURE.

EDITORS:

REV. C. K. NELSON, D. D., ANNAPOLIS,

Vice Pres. St. John's College, and Pres. State Teachers' Association,

E. S. ZEVELY, CUMBERLAND.

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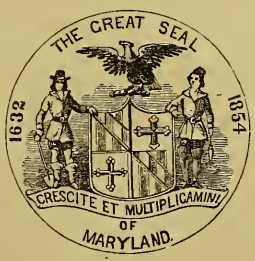

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CONTENTS

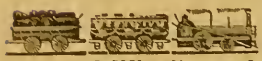
OF SEPTEMBER NUMBER.

[The reader is invited to turn over the pages of this number to ascertain its varied contents, in place of scanning a meagre table in this place.]

Too Bad!—The Journal was issued with the express understanding that all original subscribers should pay on receipt of the first number, instead of which four numbers have already been issued, and yet there are several hundred subscriptions still unpaid. We have fully complied with our part of the engagement, and we expect others to do the same. Pay up, gentlemen!

☞ With this number a "Circular" sheet is sent, to which special attention is invited.

The Baltimore and Ohio Railroad.



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MARYLAND

EDUCATIONAL JOURNAL,

A SCHOOL AND FAMILY MONTHLY.

VOL. I. BALTIMORE, SEPTEMBER, 1867. No. 5.

Earnestness.

ALL who are familiar with school men, must have observed that when a successful teacher is asked to impart the secret of his success; when it is required of him to give his methods of instruction and of discipline, he is at a loss for a reply, and most generally answers that he has no plans—that he has no stated rules for government, and no well-defined methods of teaching. He rather resents the question as intimating that he is something of the martinet, a character he is not emulous of possessing. Of course such an answer as this carries upon its face its own contradiction, for nothing can be successfully prosecuted without plan. Yet such answers are given in good faith, and have a measure of truth in fact. They simply mean that the successful teacher has never deliberately formed any statutes for government, nor devised any set method of instruction. His discipline and tuition are so much a part of himself, that he does not think of them as something extrinsic. He means and possibly says, that he no more teaches by school laws, than he speaks and writes by the rules of grammar; if he obeys a law as laid down in the books, well; but if he breaks that law, so much the worse for the law, for he makes a law for himself.

What has been said should not be construed into meaning that the young teacher may not, or cannot be benefited by the instructions of experienced teachers, whether those instructions come through the medium of books, Normal schools, Teachers' Institutes, or the like instrumentalities. These agencies are too valuable to be condemned, or contemned. They are performing a noble service in the cause of popular education; but they are performing their work less by formulating the laws of teaching than by stating, elucidating and enforcing those fundamental principles of education, founded upon the consti-

tution of the human mind, and discovered by its study in its evolution and development during childhood, which are the basis of all rules of practice. Half the labor of life is to unlearn that which has been so diligently taught. It is astonishing with what a heap of error every art, and every science, becomes overlaid, in the progress of ages. We must dig away the rubbish before we can lay bare the buried statue of Truth: we must clear away the alluvium before we reach the solid and stable rock. Educational philosophy, as taught by enlightened men in our books, and Normal schools, is doing this. Our unnatural modes of teaching are being changed, and we are returning to nature, the great teacher. This philosophy is not so much giving us law, as it is enabling us to see what is law.

One who should survey the long rows of volumes which contain the statutes of the land, and the other long rows which hold the interpretations of those statutes, in his dispair of becoming acquainted with them all, and with their true meaning, might well dread the clutch of the officer for some unwitting violation of the law. So the teacher, anxious scrupulously to do his whole duty, who should seek to know all the rules for teaching, before he commences his labors, will be confused and confounded by their almost infinite variety and number. As in politics almost every man (though he may not be able to govern his own household) thinks himself able to govern a nation, so almost every one, though he may not be able to teach, thinks he can give rules for teaching.

How, then, shall the conscientious teacher proceed? How shall he do his duty, when his duties seem so numerous and various that he can hardly hope even to learn what those duties are? Let him go to his work with simple earnestness of purpose to do that duty which is nearest and plainest at the time. Let him follow his own impulses—instincts, as it were. His way will be opened through apparently impenetrable mazes. Let him do one duty well, and others will reveal themselves. He who goes to his work with this earnestness and sincerity will be surprised to find that the vast body of laws or rules will codify and digest themselves into a few maxims. What is more, he will find that he has insensibly and unwittingly been obeying those laws which have received the sanction of all good teachers: that he has fallen, instinctively as it were, into the very track, and has been following unconsciously in the very footsteps of the ablest instructors. Brilliancy of intellect, originality of invention, depth of learning, as haply they are not the most common, are happily not the most essential qualifications of the successful teacher. Simple earnestness,

honest endeavor, combined with sound sense and a good heart, will win where more shining qualities, greater powers, and wider erudition fail. It is the man who puts *his heart* into the work that makes the successful teacher—and we might add the successful preacher, farmer, mechanic, or any thing else. He will light upon plans, as it were, by accident; he will adopt expedients without premeditation; he will strike out methods, as it were, by intuition. He may not know of what process of reasoning he has arrived at his determinations. He may not be able to trace the course of thought by which he has reached his conclusions. His logic and his philosophy may be at fault, but he feels and knows that he is in the right course. His earnestness stands him in stead of these. In the heart of the earnest man there sits enthroned an ever present divinity, directing, guiding, inspiring. H.

Who are Opposed to our School System.

A legal gentleman, in one of our counties, upon the occasion of an election, when the question of levying a local tax for the support of schools was to be decided, was very violent in his denunciations of the whole school system, making sundry reckless declarations, which had no substantial basis in truth, but which served to persuade a large number of well meaning citizens who look up to him to cast their ballots contrary to their own convictions. Thus in one district of the county the people actually voted to close their schools for one-half the year, though not one of them but would have made a great outcry had such a thing been done. Fortunately the other portions of the county saved them from their folly. This legal gentleman, who in his public exhortations professed to know all about the school law and its enormities, was soon after called upon to give his opinion as to the bearing of a certain part of that law. Upon receiving a copy of the act of Assembly, he remarked, "Ah! I am pleased to see this law, for really I have never had the opportunity of reading it."

This incident is one of many which show that *they are most opposed to the system who are most ignorant of its details*, and have taken least pains to know anything of the workings of this or any other school law. The query naturally suggests itself:—is it not presumable that those members of our Constitutional Convention who are most earnest in their condemnation have never acquainted themselves with the provisions of the act, nor with its practical operations?

Memory.—No. 4.

APPLICATION to Historical dates, or Chronology, continued as follows:—

Queen Victoria married Prince Albert after refusing several other.....OFFERS

Baltimore was founded by men who worked and...TOOK NO PAY

The *Bible was first printed in America* in Massachusetts.....COLONY

The *first newspaper printed in America* made every Yankee a good.....GUESSER

Mnemotechny first taught in America and will soon be known.....EVERYWHERE

Slaves were first brought to the United States by the Dutch in.....CHAINS

Washington city was founded at a place which the Government has ever since.....OCCUPIED

Albany was settled by the Dutch, who brought with them a.....DUTCH WAITER

Alex. Hamilton was killed in a duel by Aaron Burr which was the occasion of.....HEAVY SORROW

The *Boston massacre* showed that our people would not submit to the tyranny of.....KINGS

Braddock was defeated by the Indians who poured their fire into the English ranks like.....UGLY HAIL

California discovered by Cortez who built a.....TALL MILL

The *Circumnavigation first performed by a U. S. ship* returned after it had doubled the.....TWO CAPES

Chesapeake Bay discovered by John Smith who navigated it in a.....HUGE SCOW

Gen. Jackson at his *death* bade the world.....FAREWELL

At the *Death of Powhatan* he left behind him an.....AGED WIFE

The *Erie Canal* when *finished* was brought to its.....FINALE

The *Great Fire in New York* ruined many a.....FAMILY

The *Great Fire in Pittsburg* was a.....FIRE ON A HILL

The *Free Masons* first established a lodge in the U. S. at Boston, being the first place they carried their.....SCHEME FROM HOME

The *Odd-Fellows* first established a lodge in Baltimore, which has been joined by many a.....FOOT BOY

At the *Battle of Lake Erie*, Perry sent Barclay a challenge and.....FOUGHT HIM
At the *Battle of Tippecanoe* many an Indian met a.....TOUGH DEATH
After the *Declaration of Independence* the British had to ride on a.....WHIG COACH
The *Great Earthquake at Lisbon* pitched the city into a....GULLY HOLE
Lewis and Clarke's Expedition over the Rocky Mountains proved a.....TOUGH SIEGE
Pocahontas married Rolfe at the. .....AGE of EIGHTEEN
Peru was conquered by the Spaniards under Pizarro whose object was to .....STEAL MONEY
Homer flourished at a time when Greece was filled with the harmonies of his.....POETRY
The *Laws of Lycurgus* lasted at Sparta longer than the aches of a common.....FEVER
Queen Dido founded Carthage and had of it a .....HEAVY JOB
The conflict between the Horatii and Curatii was not a mere SHOWY JOKE
The *first tragedy at Athens* was *acted by Thespis* upon a cart or chariot drawn by a.....SLOW MULE
The *First Punic War* caused the Carthagenians much.....INJURY
At the *end of the first Punic War* the weight of the Roman power fell upon Carthage like a Storm of.....SNOW and RAIN
The *Second Punic War* was no sooner *declared* than Hannibal marched into Italy to the astonishment of every.....NATIVE
At the *end of the second Punic War* the Carthagenians perceived the expediency of acting towards the Romans with more .....HONESTY
The *First Library at Rome* diffused a taste for learning and..TEACHING
The *Death of Cleopatra and Antony* has been the theme of many a.....MUSE
The *Death of Socrates* might perhaps have been avoided if he had been concealed in some dark.....RECESS
The *Destruction of Thebes* by Alexander was completed by the blows of the soldiers' .....WOESOME HAMMER
After *Taking the City of Tyre*, Alexander made his way through Lybia to the .....HOME of AMMON
Abraham, at his death, went to repose in the bosom of.....DIVINITY
Cadmus introduced letters into Greece in a.....TURBAN
Rome was founded by a felonious.....COLONY
Alcibiades cut off his dog's tail to divert the people's.....WEARINESS

The *Battle of Marathon* sent many a Greek to his final .....REPOSE
David killed Goliath with his sling, by giving him rather a DIZZY SHOCK
The *Destruction of Troy* was consummated by the flames of
a .....HOT WOOD FIRE
King Philip's War was commenced for the purpose of throwing off the white man's.....SHACKLES
Poland was subdued by the combined force of war and.....FAMINE
When Napoleon was Crowned Emperor he was ready to....FACE A WAR
Napoleon Married Maria Louisa after he had been in many a....FIGHT
Napoleon, when he *entered Moscow*, did not have to.....FIGHT ANY
When Napoleon's remains were brought from St. Helena the
event was celebrated in.....VERSE
St. Petersburg was *founded* by Peter the Great, who was
styled the.....GAY CZAR
Sunday School first established in England by Robt. Raikes,
has made him illustrious as the .....GIVER
The *Insurrection in Pennsylvania* was caused by duties on
whiskey and.....THICK BEER
At *Crucifixion of Christ* his Father called.....HIM HOME
Pontius Pilate killed himself in a.....MIFF
St. Paul shipwrecked at Malta among the.....JEWS
The *Apostle Peter* let loose from jail by an angel seemed .....RARE
Jackson inaugurated President, an office that draws.....FINE PAY
Lima, in Peru, founded by Pizarro, who built.....LIMA ON A HILL
Lima destroyed by an earthquake with a terrible.....CRASH
New Orleans when *founded* had to be protected by a.....THICK DIKE
Philadelphia was *founded* by William Penn, who made a
contract with a.....CHIEF (who was) NIGH
The *First Printing Press* in the U. S. printed many a.....HUGE MAP
Rice was introduced in S. C., where it can be raised.....CHEAPLY
The *Settlement of Jamestown*, in Virginia, was a place of the
Colonists' own.....CHOOSING
The *Settlement at Plymouth*, in N. E., was made some time
after the land had been discovered by a .....GENOESE
The *Theatre at Richmond* was *burned*, a large number of
the guests meeting a.....HEAVY DEATH
The *University of Virginia*, founded by Mr. Jefferson, has
educated many a.....FAT BOY
Tower of Babel built sometime after people saved in...NOAH'S NEW ARK
The birth of Christ was the beginning of a new .....ERA
Jonah when *swallowed by the whale* paid a queer.....VISIT

Joshua stops sun and moon on Mt. Gibeon not wanting.....STARLIGHT
Moses was born at a time when the Jews spoke one.....DIALECT
Pharaoh's host drowned in Red Sea—every wagon.....WATER BOAT
Solomon's judgment on child showed .....WIT and WISDOM
Before invention of paper in China they used to write on sand with.....STICKS
Multiplication table invented by Pythagoras for figures styled...ARABIC
Stringed musical instruments introduced in Rome perhaps made of.....TOUGH ASH
Weights and Measures invented to weigh a .....HEAVY SHIP
Catholic Church commenced to save Christians from the.....DEVIL
Christmas day first observed by a.....HAPPY WIFE
Grist mills invented in Ireland ground without.....ANY WATER
Organs invented and first used in churches by the.....SAGE JEWS
Shoeing horses introduced that roads might not .....WEAR the FOOT
Since *spirituous liquors first made* they have ruined many a....FAMILY
When *the Bible was first printed in English* it contained a...HOLY MAP
The *first newspaper published in Great Britain* was not printed on a.....LEAF of IVY

REMARKS.—Observe the directions heretofore given. The first lessons must be thoroughly understood. Articulate letters before translating into figures, as "holy map" is le, me, pe,—"family" is fe, me, le, &c. Lecture on every formula as in object teaching. These formulas may be had on separate sheets for use in the school room. Application to other matters in succeeding numbers.

☞In a school in Springfield, Massachusetts, the lady teacher, a few days since, had occasion to punish one of the little boys for using profane language. There being a knot hole in the floor, she conceived the idea to make him stand near by it with a pair of tongs and watch until he caught a rat that should come up from below. Stationing him, she gave him strict injunctions to remain until he accomplished the feat; calculating, of course, after he had stood there a couple of hours, to send him to his seat. Judge of her surprise, when, two minutes after, he fastened the tongs to a genuine live fellow of the rat kind, with enormous whiskers and tail, and holding him up exclaimed, "by jings, I've caught him."

A Full Account,

"Plain and unvarnished," of proceedings in the State Constitutional Convention in regard to the School question.

REFERRING to the report of the Proceedings of the State Teachers' Association in the August No. and to the Publisher's "Statement" in the July No., we are now prepared to spread before the readers of this Journal the promised report of the proceedings in the Constitutional Convention against the present school system. This we can do entirely free from party feeling, and only with a full conviction that it is eminently right and proper, just, true and due to "Let justice be done though the Heavens fall."

The readers of this Journal will agree with all unprejudiced observers, that unfortunately in our State there is at this time too much of party bitterness mixed up with school matters, and influencing the minds of men on this subject. Hence the action in Convention. That action is here presented, as it is desirable and proper that an educational journal should (nothing extenuating nor setting down aught in malice) set forth the truth as it is, for historical reference. This account is taken from the Journals of the Convention, merely giving the reply of the State Superintendent (as an act of sheer justice), which the Convention refused to receive.

Various papers in the State have condemned the action of the Convention. We have not the space to copy all that has been said. Much of the opposition seems to be the result of personal feeling, which should not enter into the question. Liberal and enlightened minds of all parties and sects acknowledge the importance of a system of free schools.

But enough—now to the report.

First, the Committee on Education is as follows:—Messrs. Farnandis, McKaig, Kilbourn, Vansant, Pleasants, Wilkinson, Bell, C. S. Parran, Tarr of Caroline, Cover, McCormick, Brent, Goldsborough of D,, Johnson, Devries, Massey, Duvall, Brooke, Keating, Jamison, Rider, Bateman, Murray, Franklin.

On the 14th of May, the above committee was announced, and on the same day Mr. George submitted the following: *Ordered* that the Committee on Education be instructed to inquire into the expediency of abolishing the office of the Superintendent of Public Instruction, and substituting therefor four Educational Districts—one of which shall be the city of Baltimore, the other three as may, in the judgment of the committee, be advisable—each District to be entitled to a Superintendent; and whether it be politic to make said Superintendent elected by the people, or subject to the appointment of the Governor or otherwise; which was read and referred to the Committee on Education.

May 16.—Mr. Merryman submitted the following order: *Ordered* that the Superintendent of Public Instruction of this State be requested to report to this Convention the amount of money expended for books and stationery for the Public Schools of the State, and a schedule of the prices paid for the same, since the adoption of the present system, and also the names of the various parties to whom the money has been paid, with the respective sums received by them; which was adopted.

Wednesday, May 29.—Mr. Fernandis, Chairman of the Committee on Education, submitted the following report:

SEC. 1. The General Assembly, at its first session after the adoption of this Constitution, shall by law establish throughout the State, a thorough and efficient system of free Public Schools, and shall provide, by taxation or otherwise, for their maintenance.

SEC. 2. The system of Public Schools, as now constituted, shall remain in force until the end of the said first session of the General Assembly, and shall then expire, except so far as adopted or continued by the General Assembly.

SEC. 3. The School Fund of the State shall be kept inviolate, and appropriated only to the purposes of education.

Which was read the first time and ordered to be printed.

June 11.—The subject was again before the Convention.

Mr. Franklin moved to omit all after the word "and," in third line of second section, and insert "shall expire when the system provided for in the first section shall be adopted."

Mr. George submitted the following amendment:

"SEC. 2. The Public Schools of the city of Baltimore shall be a separate organization, under the control of the Mayor and City Council of said city."

June 15.—A communication was received from the State Superintendent of Public Instruction, which was, after being partly read, laid on the table, but is printed in full herewith.

The contents of this letter indicate the substance of the remarks made against him, in Convention.

June 19.—The Convention resumed the consideration of the report of the Committee on Education.

The question recurring upon the amendment submitted by Mr. George, viz:

SEC. 2. "The Public Schools of the city of Baltimore shall be a separate organization, under the control of the Mayor and City Council of said city," it was rejected. The question then recurring upon the amendment submitted by Mr. Franklin, viz: omit all after the word "and," in third line, and insert "shall expire when the system provided for in the first section shall be adopted"—

Mr. Kilbourn submitted the following as a substitute:

SEC. 2. Strike out at the end of the section the words "except so far as adopted or continued by the General Assembly."

When, upon motion, the Convention resolved itself into a Committee of the Whole. The committee arose, and Mr. Jones, chairman, reported that they had under consideration the report of the Committee on Education—had made some progress thereon, and asked leave to sit again. The report was adopted.

June 20.—The subject was considered in Committee of the Whole, reported progress and asked to be discharged.

June 21.—The Convention resumed the consideration of the report of the Committee on Education.

Mr. Devries submitted the following as a substitute for the whole report:

Sec. 1. The General Assembly shall, at its first session after the adoption of this Constitution, proceed to establish a thorough and efficient system of Public Schools throughout the State.

Sec. 2. The present school system shall remain in force until superseded by the system provided for in the first section of this article.

Sec. 3. The General Assembly shall cause to be carried at each regular session an annual tax of not less than ten cents on the $100 of taxable property throughout the State, which tax shall be collected at the same time, and by the same agents, as the general levy—such levy to be divided among the several counties and Baltimore city, in proportion to their respective population between the ages of 7 and 20 years.

Sec. 4. The school fund of the State shall be kept inviolate, and appropriated only to the purpose of education.

Pending the consideration of which, Mr. Barnes submitted the following as a substitute for the whole section:

Sec. 1. The system of public education now existing shall continue until the first day of March, 1868, and as soon as this Constitution shall be ratified, shall be under the management and control of the present professor of the State Normal School, who shall receive the same compensation now provided by law for the Superintendent of Public Education in the State. And the voters in the several election districts of each county shall, at the first general election after the ratification of this Constitution, and at each succeeding general election for members of the House of Delegates thereafter, elect one School Commissioner for each election district in each county—the returns thereof to be made in the same manner now required by law for other county officers—and the persons elected as Commissioners shall constitute a Board of Public Education for the respective counties by whom they are chosen, and the Board so constituted shall have power to provide such system of public education for their respective counties as they may deem best, and they shall have full power to put the same into effective operation in their respective counties, and the County Commissioners of each county shall, from time to time, levy upon the assessable property of their respective counties, such amount of money as may be required by the Board of Public Education for the support of such schools. And there shall be levied upon the tax-

able property of the State, as other State taxes are levied and collected, a general tax of five cents on the $100 of valuation, for the use of the Public School fund of the State, which shall, with any other school funds of the State, be distributed annually by the Comptroller of the State among the several counties and the city of Baltimore, according to the number of children attending Public Schools in each respectively the previous year. And there shall be appointed by the General Assembly of Maryland, in Convention, a suitable person as Inspector of Public Schools of the State at large, who shall hold office for two years, and shall provide such compensation for his services as they may deem best, and the person chosen Inspector, as herein provided, shall from time to time and as often as possible, visit the several schools of the State, and render such services as may be required by law.

And the control of all the Public School property in each county shall be transferred to the Boards of Public Education in each, and the property of the State Normal School, and such other property belonging to the State Board of Public Education.

And the General Assembly shall have full power to make, from time to time, such changes in the system of public education of the State as they may think proper.

The question being upon the amendment of Mr. Barnes, it was lost by a vote of 91 to 6.

The question then recurred upon the amendment of Mr. Devries, and was lost.

Mr. Morris submitted the following: Sec. 1, line 4, strike out the word "taxation" and insert after the word "by a tax of ten per cent. on each $100 of the assessable property of the State." The amendment was lost by a vote of 23 nays to 65 yeas.

Mr. Gill submitted the following amendment: Add at end of section 1st, "provided that the General Assembly shall give to the city of Baltimore, if not inconsistent with the efficient promotion of education throughout the State, a separate and independent system of Public Schools." During the consideration of which—

Mr. Parran submitted the following amendment: Strike out all after the word "school," in the fourth line, and insert "the General Assembly shall levy at each regular session thereof after the adoption of this Constitution, an annual tax of not less than —— cents on the hundred dollars of taxable property throughout the State, for the support of free Public Schools, which tax shall be collected at the same time, and by the same agents, as the general State levy; and shall be distributed, under such regulations as may be prescribed by law, among the counties and the city of Baltimore in proportion to their respective population between the ages of five and twenty." Amendment was rejected by a vote of 20 to 78.

Mr. Peters moved the following: Sec. 1, line 4, after the word "schools" insert the words "suited in its parts to the circumstances and wishes of the people in the different localities." Rejected.

Mr. Nicolai submitted the following: Strike out all after the word "until," in line 2, and insert "the General Assembly shall provide another, or re-enact the existing system in whole or in part, but no law providing another system shall take effect before the 30th June, 1868." The amendment of Mr. Nicolai was rejected.

Other amendments were offered, but were rejected. The report was then read a second time and ordered to be engrossed for a third reading. So all the amendments proposed were lost, and the report of the Committee upon Education was adopted without any change or alteration.

The report has not yet been put upon the third reading, but there is little doubt but that it will be passed, as first presented by the Committee upon Education.

[The above report has been prepared by Jas. H. Hodges, Esq., of Annapolis, the gentlemanly Secretary and Treasurer of the School Board for Anne Arundel county, who copied it verbatim from the proceedings of the Convention, and may therefore be relied upon as correct, so far as it goes.] We have also been favored with a complete file of the Journals of the Convention by Col. Alfred Spates, a member of the Convention, with which we have compared the above.

It is well known, however, to all the readers of this journal, that in the debates which were had some sharp things were said against the system generally and against the State Superintendent individually. These remarks have been published in the papers, and are allowed to be substantially correct. The State Superintendent feeling himself aggrieved and unjustly assailed, addressed a letter to the Convention (printed in full below), which was, however, laid on the table, and not entered on the Journal:

State of Maryland,
Department of Public Instruction,
Superintendent's Office, Baltimore, June 14, 1867.

To the Constitutional Convention of Maryland:

Gentlemen: During the debate (June 11th) upon the report of the committee on education, there was frequent reference to the Superintendent of Public Instruction, and assertions made which seriously affect private character, and thus assail personal rights.

In the discharge of official duty I have silently endured many attacks, but to be silent now would be either to claim a degree of forbearance more than usual among men, or leave myself open to the inference that the charges made cannot be refuted, and thus seriously affect the school system, which is so valuable to the State. It is, therefore, my duty to take notice of the debate, and seek the only mode of redress which my rule of life allows. I therefore solicit a hearing in the most open and direct manner that you can grant.

I am ready to prove the truth of all that I have reported, to maintain that the school work accomplished in the first year, under the act of 1865, has been done faithfully, honestly, effectually and economi-

cally; that the system steadily increased in favor with those who took time to visit the schools and become acquainted with its features. New school-houses have been built, old ones repaired, the character of the teachers elevated, and more children have been in attendance at school than at any time before in the State of Maryland. These are facts of interest to the public, to which and to a discussion of the merits of the law, attention might be directed more appropriately than to vague personal charges not sustained by any specifications.

I refer you to a letter addressed by me to Mr. Longwell of Carroll, and to the accompanying communication to the State Board of Education, to prove that the shameful squandering of public money, by paying $30,000 to print a report not yet distributed, is not a charge against the school system. It was the act of a General Assembly over which I had no influence, and one of many acts which my judgment emphatically condemned.

With the school system of Baltimore city I have never interfered, and challenge proof of a single action not strictly in accordance with the acts of Assembly or mandates of the State Board of Education. If I have transgressed the law, or abused my position, arraign me upon the charges and hear me in defense.

The only question ever at issue between the city schools and the State Board of Education concerned text books, and here the discussion was provoked by the city school commissioners throwing out a text book which had been placed upon the State list at their request, and had been used for several years in the city schools. In this matter the object of the State Board was to enforce the law, in which they were sustained by the decision of the Superior Court of Baltimore city and the Court of Appeals. If any wrong were done, the Governor, Lieutenant Governor and Speaker of the House of Delegates are equally responsible with the State Superintendent.

In the Baltimore Sun of June 12th, Mr. Kilbourn, a member of your body, with whom I have no acquaintance, but whose words have force because of his position, is reported to have said: "The committee had abundant evidence that the reports made to the Legislature, to the people, and to this Convention, are not founded in truth. The aggregate cost of books is stated at $64,000, when, by examination of the details, it has been ascertained that the amount is one hundred per cent. greater, or $128,000." "They had abundant proof that the intolerant misrepresentations of the Superintendent had not been unadvisably made."

These are grave charges, and I have a right to call upon the gentleman, through the Convention, first to give the facts upon which he based such assertions; next, to listen to what can be said to refute the *ex parte* evidence which he has taken. I have a right to demand more, when it is proved that the words have been rashly spoken and are not true.

The records of my office are open to investigation by any member of the Convention, and ought to have been examined before the charge of falsehood was ventured.

Every citizen has an undoubted right to criticise the acts of Assembly of 1865, and expose whatever fallacy he can find in the school system; but no person has the right to impugn official reports except upon testimony carefully and fairly taken.

It is well known that false reports are often disseminated for private or partisan purposes, and careless men sometimes believe rumors; but it is neither fair, courteous nor wise for a gentleman occupying the position of a member of Convention to publish assertions which are calculated to damage private character, except upon a positive record of facts, and after hearing both sides of the question.

Official position gives license to no man to charge another with fraud, unless he can prove it. If he cannot prove it, to retract the charge is no higher virtue than that of common honesty.

Very respectfully, yours,

L. Van Bokkelen, *State Superintendent.*

[☞It is hoped that this report, as here above given, will satisfy all reasonable friends and foes of the school system, of the State Superintendent, and of the Maryland Educational Journal. The letter of the State Superintendent to State Board about the cost of printing the annual report, was given in the last or August No. of this Journal, and fully proves that neither he nor the school system is responsible for that expenditure.]

Hotel Education.

An assertion was recently made by a writer in the Baltimore *Sun* respecting the profits of hotel keeping which, if true, is a melancholy and significant one. It was stated in effect, that the profits of hotel keeping depended on the bar and billiard tables, or in other words, without the adjunct of a bar and billiard saloon a hotel would not pay. Such a statement, if true, is most startling, and should arrest public attention. Is it pretended to be said that the traveler who stops at a hotel and pays his bill at the office, but does *not* patronise the bar or billiard saloon, is of no profit to the establishment? The writer of this begs respectfully to doubt the proposition. If true, however, it is time that good hotels should charge *more* and indifferent ones less. Let a first class hotel be opened without these objectionable adjuncts, at which a gentleman who does not drink, and smoke and play billiards, may put up without feeling himself a pensioner upon the bounty of the landlord! But this is all "a weak invention of the enemy." Temperance hotels *will* pay, and *do* pay, if well conducted on eco-

nomical principles, It is all idle balderdash to assert the contrary! It is readily admitted, however, that it is not every man who can "keep a hotel" without a bar. In many hotels the most unbounded and wasteful extravagance is so apparent in almost every department that there is no wonder some outside income is necessary to make up for such leaks.

A temperance hotel that will furnish good accommodations—send out porters and hacks—advertise and agitate, will command patrons, who will pay for what they get, the same as they do now at other hotels. A Christian gentleman, in a western town, kept a temperance hotel for many years, and acquired a competency thereby. He has now retired from business, and another is keeping the same house, on the same principle, and doing well. And from this we conclude that good temperance houses will *pay*, even in this whiskey-drinking age and land.

Saloon Education.

THE pulpit and a sanctified press, the Sunday School teacher, the conscientious day school teacher, the pious parent, are all educators in the right direction; but we have those among us who are so in the wrong direction. Of these are those who lure to the gaming table, the wine cup, viscious company, publishers of impure books, &c. These are murderers. The law of both God and man imposes a penalty for the murder of the body. The law of God also, however, (if not man's law) imposes a severer penalty on those who kill or attempt to kill the soul. Now whoever places temptation to sin in the way of another is in effect endeavoring to kill a soul. The Bible pronounces a "*woe*" upon such:—"Woe to him from whom the offence cometh." "Woe to him who giveth his neighbor strong drink." The keepers of all immoral and sinful resorts come under this sentence. But what is a woe? It is the deep, dark, dismal, dreadful wail of a soul suddenly overtaken by a fearful death, many instances of which can be given, shuddering examples which appear to open a glimpse of more fearful woes beyond.

Liquor sellers are notoriously hard-hearted. Their hearts are steeled, as adamant, against all but selfish hopes of present sordid gain, yet perhaps even they may be touched by reflecting but a moment upon the idea here presented. So mote it be.

Public Schools in Prince George.

WE copy the following from the Upper Marlboro' Gazette (a live paper), being portions of a letter to that paper from Dr. Bayne, county President:

* * * * * * * * *

We have just completed the second year of our County Superintency, and it affords me pleasure to report a very decided improvement in the moral and intellectual condition of our schools. Progression is the rule, and I am proud to say, there is but a single case of retrogression in the county. Several schools which two years ago only numbered from one to five pupils, now have an attendance of from twenty to fifty each. The numerical increase in the last two years has been from one thousand pupils to fourteen hundred in the whole county. And the average attendance has been still more encouraging. This exposition of facts is incontrovertible. As the population of the county has not increased in such a ratio as to justify the increase of four hundred pupils in the brief period of two years, we may, I think, very rationally attribute it to the adoption of the new law. Some schools in other districts have more than doubled their number in two years, and I hazard the prediction unless the present system is abolished, in two years from this time the numbers will approximate very closely two thousand.

If the deductions from the preceding statement of facts are correct, it behooves those who indulge in public denunciations of the present system of public instruction to deliberate, and to become personally cognizant of it before they proceed farther in their course of misrepresentation. It will be a fearful responsibility to pursue any course which will inflict injustice upon the rising generation. From personal observation, I believe the opposition emanates from persons who rarely ever see the inside of a primary school and certainly do not patronize them.

Persons who are skeptical with regard to the *modus operandi* of the new system would, I think, have their doubts removed by attending some of our annual and quarterly examinations. The promptness and accuracy with which the pupils respond to questions in orthography, grammar, geography and in other branches, would convince them that they have been laboring under erroneous impressions.

In a few schools the classics and mathematics are successfully taught. In others, botany, rhetoric and philosophy are embraced in their lists of studies.

I am proud also to be able to report, that there are many Public Schools in this county which merit very high commendation for their perfect discipline and morality, and where any gentlemen might send their children without danger of demoralization. The same might and ought to be said of every school in the county, and at no very remote period, if prejudices ceased to exist, cavillings were hushed and the people would co-operate with the commissioners in securing the services of efficient teachers and in the erection of suitable edifices for the accommodation of their children.

I certainly have no inclination to say one word in disparagement of the private schools in the county. I would rather multiply every agency and facility to promote the cause of education. But in vindication of the Public Schools, and in order to test their comparative merit, I would suggest that competitive examinations be held in different sections of the county. And in order to put the ball in motion, allow me the privilege of selecting a class of five or ten children from a single primary school, to meet in a spelling battle a similar number taken from all the private schools in the county combined. I would further suggest that the examination be limited to the first twenty-five hundred or three thousand words in Webster's School Dictionary. I do not wish to be understood as confining the examinations to orthography alone. We have many schools in the county which can furnish classes equally well prepared in geography, English grammar, and in other departments of learning.

For the development of the Public School system in the State, no man has contributed more than our able State Superintendent. His professional skill, literary attainments, practical knowledge and inflexible integrity, eminently qualify him for the position which he occupies. He has labored with unwearied assiduity to perfect its organization, and to impart to its workings vitality and success. And how any man not actuated by motives of political vindictiveness, can for a moment doubt the necessity of the office, is to me a matter of astonishment. Instead of the vituperative epithets which have recently been applied to him, by partizan politicians, he will be hailed by the rising generation as a benefactor for his instrumentality in establishing the *free school system*, which will be considered one of the proudest monuments of the intelligence and patriotism of the people of the State.

In some States the system of Public Schools has been elaborately adopted, and the results have been prodigious. Our system is yet in the chrysalis state. But it is full of hope and promise. And is it

possible that people will be so credulous as to be so influenced by demagogues as to destroy it in its infantile condition, and consent to return to the old system, which was a disgrace to the State? If education is one of the pillars of national prosperity, and determines to a great extent our moral and future destiny, is it not good policy and sound economy for the people to submit cheerfully to the imposition of additional taxation for the support of Public Schools.

RECONSTRUCTION.

For reasons useless to enlarge upon, but which we think will be apparent, we have been reluctantly compelled to omit the "Editorial Committee" names which have appeared on this Journal. We desire to convince all that the Journal is based on a broad and liberal foundation, with nothing clannish about it. We desire that it shall be the exponent of all interests in the State, and therefore we have entered into an arrangement with that whole-souled, energetic, experienced and popular educator, Rev. Dr. C. K. Nelson, of St. John's College, whose name appears on this number, and who will hereafter lend his valuable aid in endeavoring to build up an acceptable Maryland Educational Journal. We want several hundred additional subscribers immediately. (*See Circular.*)

Dr. Nelson will in the next No. fairly take hold and make his mark on the Journal. z.

More Valuable than Treasury Notes.—How that old cynic, Sam Johnson, would have revelled through Webster's massive new Unabridged! How he would have gloated over its magnificent letter-press and its illustrations, beautiful as new Treasury Notes, and *much more valuable* to the student. The Merriams have incurred a fabulous expense in having the whole work rewritten, reset, recast, and republished. It is not a mere revision, but a reconstruction. To insure excellence in typography, it comes from the Riverside Press, which is all that need be said about its mechanical execution. It is a marvelous specimen of learning, labor, research, and taste. It is by far *the greatest literary work of the age.—Baltimore American.*

Local School Intelligence.

[It is highly desirable to present as much under this head as can be had, but as we are not omnipresent, must depend on friends of the cause to communicate.]

Baltimore County Teachers' Association.—This Association, (says the Baltimore County Free Press of July 24,) composed of the teachers of the Public Schools of Baltimore county, convened in Baltimore on Friday and Saturday of last week, at rooms of the Young Men's Christian Association, No. 160 W. Baltimore street, Samuel Ringgold, Esq., President, occupying the chair. The regular exercises of the association consisted of the discussing of the different methods of teaching, addresses, &c. A well written article by Miss Emily Day, upon the subject of teaching as a profession, was read during the session.

By request, the association was addressed by Rev. Dr. Van Bokkelen, State Superintendent of Public Instruction, with reference to the many advantages derived from the present school system, which was listened to with deep attention. They were also addressed by Prof. M. A. Newell, Principal of the State Normal School.

The association have established a library at the county building, No. 21 North Calvert street, and have elected Wm. M. Soper, Esq., Secretary of the County School Board, as librarian. The association meets again in November next.

☞In Talbot county meetings have recently been held by the people, and in every case preparations were made to improve the school houses. The Easton *Star* says:

"These meetings indicate the interest which the people are taking in their schools, and afford us a hopeful sign that they do not mean that the cause of education shall receive the neglect, in the future, with which it has been treated in the past. That larger school accommodation is demanded in so many of the districts, is a matter for congratulation; and to whatever cause the increased attendance is attributable, every friends of popular instruction must rejoice that a greater number of children than ever before are now enjoying the advantages of our public schools. Whatever may be the merits or the defects of the present school law, and on this subject men may very honestly differ, there is reason to believe that the schools of this county are in a better state of efficieney than before the inauguration of the system under which they are now working."

☞Our friends of St. Mary's and Charles are awake to the importance of *home schools*. The Leonardtown Gazette says:

"The examination of the pupils in the public schools of our county which was had last week, preparatory to the summer vacation, resulted in showing, we are pleased to learn from reliable sources, that the present school system is working admirably and approaching the highest point of efficiency. The different reports of teachers show, we learn, that a larger number of pupils are in attendance upon our public schools than was ever known before, and it is patent to the least observant that the schools now are better conducted and the children better taught than under any previous system of instruction we have ever had. Much of this improvement is due, of course, to the merits of the new system itself, but something of it is also due to the capacity and energy of the county superintendent. Whatever the fate of the present school system, the people of St. Mary's will have just cause to remember with gratitude the labors of Dr. Bunting and his assistants in behalf of *popular* education in our county."

The Port Tobacco Times speaks of the examination of the pupils of the public school in that village and says:

"The exercises were very creditable and showed a high state of proficiency among the scholars. At the close of the exercises, Geo. M. Lloyd, Esq., the excellent teacher of the school, delivered a most feeling address, in which he took occasion to allude to the death of some of their classmates, and closed by bidding them an affectionate adieu."

Western Female High School.—At the recent fifteenth annual commencement of the Western Female High School, the order of exercises was as follows: Scripture, by Miss E. Gist; Salutatory Address, (What Should Girls be Taught,) composed by Miss S. E. Barnes, read by Miss S. S. Taylor; Beauties of Science, composed by Miss A. W. Riley, read by Miss A. Wolf; Honorary Address, (Ballads,) by Miss Ballard; French Composition, (Order,) by Miss Henrix; Valedictory Address, by Miss Kate Baum, read by Miss M. McCauley. The young ladies receiving Peabody medals were: First grade—Misses Julia Ballard, Kate Baum, Saltna E. Barnes, Florence M. Henrix and Lizzie Lauer. The second grade were: Misses Annie B. Wolf, Matilda Lauer, Ella R. Gist, E. Ada Preston, Ella L. Hagan and Matilda E. Frazier. In addition to this, the young ladies received tickets admitting them to the lectures of the Peabody and Maryland Institutes.

Baltimore County.—The Commissioners' reports show an attendance during the summer term of 2,553 boys and 2,449 girls; total, 5,002. The number of principals and assistants, 141. Amount paid for teachers' salaries, $13,532.50; for incidental expenses $494.15; total $14,024.55. There are eight schools in the county, each of which numbers over one hundred pupils. The number of pupils attending for the corresponding term last year was 4,812, taught by 129 teachers. This shows an increase of nearly 200 pupils and 22 teachers—a very conclusive evidence that the benefits of our excellent school system are being availed of by the public, and that the School Commissioners are determined to have the teaching force fully equal to the demand made upon it.

Talbot County Teachers' Institute.—Circumstances have prevented an earlier notice of what we feel sure was a most interesting and profitable meeting at Easton in May. We have however now nothing but generalities about it. Doubtless there were instructive addresses made and model lessons given which would be suitable for these pages. For example, Prof. Newell lectured "on the right and wrong methods of keeping school." "Reading by word method" seems to have been well illustrated. History and Geography illustrated by a method of teaching chronology invented by Dr. Gregory and Dr. Gray. [But the system now being developed in these pages is far superior to that of Dr. Gray, or M. Gregory Von Fenaigle.] Arithmetic, Grammar, and various other matters received due attention. The attendance was large and the session continued for five days. A series of resolutions was passed at the close, expressive of a sense of their high estimate of such institutes, of thanks to Prof. Newell—Dr. S. A. Harrison, President of the Board of School Commissioners, for his continued and unflagging energy in the great cause of education—to Dr. Booth, of Caroline, and to Dr. Van Bokkelen, Dr. Nelson, &c.

Harford County.—A Teachers' Institute was held in Belair first week in August, at which, as we learn from the Ægis, the exercises were very entertaining and instructive, and cannot fail to be of infinite advantage to those engaged in teaching. During the week able and instructive lectures were delivered by Mr. Van Bokkelen, the State Superintendent of Public Schools, and the Rev. Thomas S. C. Smith, Superintendent of the county, as also by Prof. Newell and the Rev. John McKelway, Principal of the Belair Academy. The various teachers of the county generally attended, and took much interest in the proceedings, and many of them gave strong proofs of their proficiency as teachers, and all of them, we believe, creditable proofs of their future usefulness as instructors. We cannot close this short notice, says the Ægis, without bearing testimony to the efficiency, energy and ability with which the Rev. Thos. S. C. Smith has performed his duties as County Superintendent since he has held the position.

The Analytic Method of Teaching.

An Address delivered before the Maryland State Teachers' Association, Annapolis, July 9, 1867.

BY PROFESSOR WILLIAM LOGAN BAIRD.

OF late years the country has been flooded with school books, professedly on the analytical system, many of which, to a certain extent, are so, while of others it may truly be said, that their compilers knew nothing of analysis saving the word itself. These books have met with great favor among teachers, and not a few maintain that this is the best method of imparting instruction; and, in proof of its being so, point to the fact that a child cannot move one step forward, when instructed in this way, without fully understanding all it has previously gone over. As we advance in the discussion, we hope to show that the argument is not worth much, if true, which it is not.

We have accepted the term analytic as we find it popularly used, and do not intend here to discuss the propriety of applying it to the method spoken of, but shall proceed to combat the method itself. And first: It is contrary to the order of nature, as manifested in the development of the mind. The mind of a child is void, and destitute of the material of thought. Hence the first want of the mind is the knowledge of things, of phenomena, the food of the mind; for all thought proceeds by comparison, and without subjects for comparison there can be no thought. Hence it is that a child is so inquisitive, so anxious to see and examine every new thing that is placed before it. Nor will it delay to inquire why or how things are so; it is more interested in knowing that they are just as they are. The tendency of the mind which next manifests itself most strongly, is the synthetic. Having acquired knowledge, we have a desire to classify it, to reduce it to order and build up systems of knowledge; and lastly, as we become less observant and more reflective, analysis becomes prominent. We take to pieces that we may examine more carefully and know more thoroughly.

If we turn from the individual to nations, we find the same order of development. Nations emerging from barbarism do not begin with elaborate works on criticism and logic. They begin as the child does in acquiring the knowledge of things and the use they can convert them to. As time rolls on and knowledge increases, they reach a new stage in their development. Poets, historians, orators and statesmen arise. The phenomena of nature are classified and natural philosophy is the result. But all this time there has been no rigid analysis, and

rules formed for the guidance of the poet and orator, the painter, sculptor or architect. What did Homer, Pindar or Æschylus know of the art of poetry? They sang from full minds as nature prompted them, little regarding the possibility of their being right or wrong in this or that point of criticism. We go farther: there could be no art of poetry, no laws of art-criticism, no rhetoric, no logic, if there had not been poems, works of art, orations and elaborate arguments, which could be leisurely studied and analyzed, and thus the laws which governed their construction arrived at.

We do not mean to say that in this natural order of development any of the proclivities of the mind are in abeyance. All are in full play, and each proclivity shows itself at every period of life. What we claim is, that in childhood the desire of acquisition *predominates;* following upon that, the synthetic tendency manifests itself most strongly, and last the analytic.

Now we hold that it is the business of the teacher to work with nature, and not against it—to take advantage of the proclivities of the mind at the different stages of its progress, and render them subservient to the scholar's advancement: and consequently, if we are right in the view we have taken of the natural order of development, the analytic method runs counter to nature, and will retard the scholar and discourage him at the very outset of his course. Let us illustrate this by some branch of science, mathematics for instance. Would any teacher put analytical geometry in the hands of a boy before he had taught him Euclid or Legendre? Not at all. Here he will follow the order of nature. The boy has already become familiar with lines, angles, triangles, all the figures known to geometry, by observation. Availing himself of this, the teacher begins with a few definitions of things well known and half a dozen elementary truths, and by a series of vigorous demonstrations builds up a system of geometrical truth. This once mastered by the student, he is prepared to enter upon the study of the same body of truth analytically. The history of the science of mathematics shows this to be the true method. The mathematics of the ancients were almost entirely synthetic. The analytical mathematics are the product of modern times, the result of the labors of the ancients. If this is true of mathematics, why should it be different in other branches of learning? Why trouble a child with an etymological spelling book, and the analysis of words, before it has learned the words themselves and how they are spelled? Why teach a scholar to analyze sentences before he has learned to construct them properly? The principle is the same, whatever be the subject of instruction; build it up into a system of practical truth first, and then,

if there be time and opportunity, some attention may be given to the analysis of it and the pointing out of those general principles which underlie it and give it form.

But further. What is the purpose of education? Is it simply to impart to the scholar a certain amount of knowledge, which can at once be turned to account? If this be so, then there is force in the argument to which we have already alluded, that every step in advance compels a thorough knowledge of all that has preceded it. But we cannot admit this view of the subject. We take him to be the best teacher who, looking upon the mind as a field to be cultivated, thoroughly prepares the soil and plants the largest amount of seed that will germinate, grow and produce fruit. Train the intellectual faculties to labor, excite a thirst for knowledge, and plant in the mind the elements of thought, viz: the elementary truths of science and the phenomena from which they are deduced, and in its own time the mind will work them up and take a firm grasp of the whole subject. Any observant teacher will, I am sure, agree with me in saying that few scholars, however attentive they may be, have any proper conception of geometry after they have gone over it once or twice. They know that this and that has been proven, but the whole body of it is contained in the mind in disjointed parts; there is no proper conception of the unity and compactness of the whole; nor would there be if it were gone over again at once. Let other subjects of study be taken up by him, however, and carried on for some time, and then let him return to the geometry. He will be astonished at himself; he wonders he never saw that before! he is surprised he should have been so stupid as not to see that it is a whole, and the different propositions only the parts of which it is composed. His previously acquired knowledge of it has grown in the mind and assumed its proper relations, and he is amazed he did not always know and understand that which now appears so plain and simple.

And so it is with every other branch of study. By patient study we acquire a knowledge of the parts which combine to make the whole, and then we in time see the relation these bear to one another and how they unite to make a distinct branch of science. And in doing so, all the intellectual faculties are brought into active operation and strengthened by the exercise. Now in fact the analytic method has no advantage over the synthetic in the amount of knowledge which can be imparted upon any given subject in a limited time, but the contrary. For at every step it is retarded by the fact that the pupil is destitute of the knowledge that is necessary to a full understanding of what is said, and the consequent necessity of the elaborate

explanation of terms, which would be comprehended at once by one who had acquired a knowledge of the subject by a different process. Suppose English grammar is the subject of study. The pupil is at once made acquainted with such terms as the grammatical subject and predicate, the logical subject and predicate, and other equally high sounding phrases and definitions, requiring the most elaborate explanation themselves before they can be made at all available in instruction, and which can only be fully understood by one who has made considerable advancement in mental philosophy. The time thus spent, if properly used in teaching the different parts of speech, and how to combine them properly in sentences, would have given the pupil a thorough practical knowledge of grammar, and, at the same time, have laid the foundation of that higher knowledge which, when once acquired, would have made the analysis of the language a comparatively easy task. How many of the authors of these analytical grammars know that the European grammars, after which they are copying, were prepared for university students, by professors who were deeply read in philosophy, and wished to make the results of the most careful study of the phenomena of the mind available in explaining the subtleties of grammar. They finished their course of instruction with this fine and intricate analysis. We begin with it, and discourage the scholar at the outset by putting him upon that which he cannot comprehend, and which must for a long time be to him words and nothing else.

Etymological spelling books are no better. Why require a child to spend its time in learning affixes and suffixes—in learning the Latin and Greek prepositions, and much more that is paraded in these books? It knows nothing of Latin and Greek, and has not made that advancement in knowledge which can render the analysis of words profitable to it. What it wants is to know how to spell. As to the rest, if it ever studies Latin and Greek, and becomes interested in philological studies, it will soon become acquainted with all this and much more, and without feeling that it is doing unprofitable and irksome work; and, what is of more importance, will know it as it should be known.

We advance a step farther. While the analytic method is inferior to the synthetic for the purpose of imparting instruction to the young, it also has a tendency to weaken the mind and dissipate it, whereas the purpose of instruction is to strengthen and concentrate the intellectual faculties. This follows as a consequence of the view we have taken of the natural order of development, for whatever is against nature must necessarily be injurious. But besides, there are reasons existing in the character of the analytical processes which must make

it so in the case of the young. In analysis we take to pieces, and examine each fact, each principle by itself, disconnected from all others, and thus, step by step, we go back to the ultimate fact or principle: and having in this way become more thoroughly acquainted with the subject, we lay the foundation for a more complete synthesis, and establish the laws which govern it. Now, in this operation, the mind is not required to hold much in its vision at any one time, and the processes are so easy that no great exertion is required to reach the final result. It is different where we construct: then the attention is directed to many things at once, and the entire power of the mind is called forth in its endeavor to comprehend the whole and see each part in its proper relation. This tendency of the two processes was clearly seen and felt by Sir Isaac Newton, who, in advanced life, expressed his regret that he had used the analytic processes in mathematics so much in the prosecution of his studies; and in giving a reason for his regret, drew a distinction that is too little regarded by educators generally—the difference in mathematics as an instrument for the advancement of science and an instrument of education. As an instrument for the advancing of science, the analytical processes are to be preferred, because they are simple and direct. A few formulæ, easy of application, give the desired result and scarcely tax the attention while applying them. To arrive at the same results by the synthetic process, would require a long train of closely compacted argument, ending in a rigid demonstration. The mind, in the one case, is scarcely exerted at all: in the other, the attention must be rigidly fixed, and the intellectual faculties are brought into active and healthful operation. The primary object of education being to train the mind, that method of study which calls for the closest application is certainly the best, and to be preferred to one which scarcely taxes the attention at all, or only for a short time.

Another disadvantage of the analytic process, is that it proceeds almost entirely by definition, and when the student has reached the end of his course his mind is stored with a series of vaguely comprehended and illy understood definitions, but not with the matter itself. The effect of this is obvious. It produces a disposition to be satisfied with the semblance of knowledge and to indulge in frivolous distinctions, where the desire should be for positive knowledge and a clear comprehension of the subject.

If we are right in the view we have taken, it follows, as the necessary result, that analysis must hold a secondary place in elementary education, and be made adjunct to synthesis. But in higher education it assumes a more important place, for it then becomes the means of more minute and thorough investigation than was possible at the beginning, and thus contributes greatly to the advancement of knowledge.

Correspondence.

We continue to receive cheering letters from intelligent gentlemen in various parts of the State, usually accompanied with the money, and often with valued suggestions.

From such a letter now before us, we make the following extracts, which the writer will please excuse *pro bono publico!*

"I believe nothing but good can come from the circulation of a well conducted Educational Journal of high grade. But it should be brought to bear upon all the teachers in the State, those in colleges and private schools, as well as upon the teachers in the male and female public schools. Having myself taught in the public schools of Maryland and Delaware, I satisfied myself years ago, that as a general remark, teaching, as *a science and as an art*, is more studied and better understood by the public school teachers than by a very large body of teachers in colleges and private schools. It is not necessary to ask why this is so, but I am satisfied that in the two great branches of a teacher's duty, viz: to establish and enforce discipline, to *teach* a class any specified lesson, either by giving out a new topic or having a recitation upon a studied topic, the most expert and skilled artists are our *first class* public school teachers.

"I will venture to dot down from my memorandum book a few points which have seemed to me worth a careful thinking over, which may perhaps be of use to some one at a future day, and which may also, perhaps, furnish thought for articles for publication in the Journal, as follows:—

1. Best styles of school architecture, and best methods of warming, lighting and ventilating school rooms. 2. Best arrangement of teachers' and scholars' desks upon ground plans. 3. Wall maps and diagrams, which are the best in Geography, History and Natural Science? [Every teacher should try to learn to draw; drawing is a great assistance in class illustration.] 4. Children's postures in study and in recitation. How long should a recitation last for children 8—10, from 10—12, and 12—16 years of age? How long can an "average child" give necessary *attention?* 5. On use and abuse of concert recitation. 6. A series of criticisms upon the most commonly used spelling, reading, arithmetic, geography and history text-books. 7. English grammars, old and new. 8. How to teach composition and declamation to both sexes. 9. Are not the oral method and the now fashionable object method, liable to abuse? [Among other things, we are expected to *teach*, parents expect us to *teach* their children to *study*

books, and to grow fond of such use of books. Is not this lost sight of in the modern oral method]? 10. Of novels and newspapers in schools, how far may these be allowed? 11. Of in door and out door gymnasiums. 12. As tobacco is banished from *female* schools, why is it tolerated in boys' schools, in its use by teachers or scholars? 13. Of noisy and quiet school rooms. 14. Of teacher's eye, voice and postures in their influence upon his pupils. 15. A model day, in a model school. 16. Teachers must visit parents when this is practicable. 17. Of the ALTERNATION of quiet study, with vocal recitation, manual work, as cyphering, writing, drawing and gymnastics and singing, as means of securing *quiet* in school when this is *particularly necessary*. 18. Why pupils, old and young, *whisper* and fidget in class. 19. Muscular *movement* and *speech* are necessary and almost uncontrollable instincts in the young. These instincts must be wisely *directed and utilitized* by the scientific instructor. 20. Best books on teaching and school keeping for the young teacher. 21. How to develop love for truth, order, punctuality and personal decorum in our pupils. 22. Young Americanism—is it a product of our schools: has it originated within or outside of our schools? 23. Value to us, of the biographies of eminent teachers. [Stanley's life of T. R. Arnold has inspired many teachers with their first clear ideas of a teacher's work and privileges.]

"My own conviction is a growing one, that it is fair to judge that a professed teacher can and does teach successfully if he or she loves the school room. To love to do what we do *well* and *easily*, seems to be an essential character of our intellectual nature. The pleasure which springs from conscious success is as constantly experienced by the real teacher, as it was by Michael Angelo, when he finished each master-piece of his art, or by Raphael, as the canvass grew into immortal beauty beneath his skillful pencil. But as study and love for his art, a profound mastery of outline and color, much research, contemplation and repeated attempts at self-improvement, were needed by sculptor and painter, so do we into whose hands your Journal comes need the same self-tuition."

☞I have always admired that law of the Icelanders, which makes the court inquire, when a child is accused, whether the parents have given the offender a good education. And if not, the court inflicts the punishment on the parents.

THE SUNDAY SCHOOL.—Teachers of day schools should not be unmindful of the progress of affairs in the Sunday school world. They could learn much by reading Sunday school journals and manuals, and also by attending Sunday School Conventions—such as are now being statedly held in various localities. The live Sunday school teacher acts with a full conviction that he has only one hour a week to produce results, and consequently he brings all the powers of his mind and body into action. He teaches, so to speak, on a high pressure principle, which many more of our day school teachers would do well to imitate—many ARE doing so and many are in turn giving good lessons to the Sunday school teacher.

NOTICE.—Most of the articles which appear in this Journal are original, prepared expressly for these pages. Editors of other journals are invited to copy whatever they choose, either with or without the usual credit. We are not so sensitive on that point as some of our cotemporaries. We labor for the common good, and not for self-laudation.

☞We expect to introduce hereafter, as a feature in our Journal, an editorial head for familiar chit-chat with the reader, which will, we trust, be promotive of a better acquaintance between us.

OFFICERS OF THE MARYLAND STATE TEACHERS' ASSOCIATION FOR 1867.—*President*—Dr. C. K. NELSON, of St. John's College. *First Vice-President*—WM. R. CREERY, of Baltimore. *Second Vice-President*—H. L. MENDENHALL, of Calvert. *Recording Secretary*—A. F. WILKERSON, of Baltimore. *Corresponding Secretary*—WM. GALLAGHER, of Kent. *Treasurer*—ALEXANDER HAMILTON, of Baltimore. *Executive Committee*—Messrs. BAIRD, NEWELL, ELLIOTT, MILLS and TRAINOR.

☞The course of the editors of the Baltimore *Sun* in lending their powerful aid to the cause of public education, is praiseworthy, and will be appreciated.

For the Young Folks!

☞A schoolmaster tells the following "good one." I was teaching in a quiet country village. The second morning of my session I had time to survey my surroundings, and among the scanty furniture I espied a three-legged stool. "Is this the dunce-block?" I asked a little girl of five. The dark eyes sparkled, the curls nodded assent, and the lips rippled out, "I guess so—the teacher always sits on it."

☞A four year old went to church on the Sabbath, and when he got home his grandmother asked him what the minister said.

"Don't know," said he; "he didn't speak to me."

A good many older people might answer in the same way about some of the preaching that is preached—it isn't addressed to anybody!

☞A school master engaged in teaching an urchin to cipher on the slate was taken aback by the following poser from the precocious pupil: "Whar do all the figures go to when they are rubbed out?"

A Fable.—A young man once picked up a sovereign lying in the road. Ever afterward, as he walked along, he kept his eyes steadfastly fixed on the ground, in hopes of finding another. And in the course of a life he did pick up, at different times, a good amount of gold and silver. But all these days, as he was looking for them, he saw not that heaven was bright above him, and nature beautiful around. He never once allowed his eyes to look up from the mud and filth in which he sought the treasure, and when he died, a rich old man, he only knew this fair earth of ours as a dirty road to pick up money as you walk along.

☞We once overheard a tallow-faced man say that he could not "shovel" the pork and potatoes into his mouth fast enough to keep his jaws in motion! Such a person would make a valuable adjunct to a gravel train!

Book Notices and Notices of Exchanges.

Crittenden's Commercial Arithmetic and Business Manual is the title of a neat book of over 200 pages, containing much practical information, and many useful rules, respecting balancing accounts, fractions, per centage, interest, money, weights, and measures, business forms, &c., of service in business life. S. H. Crittenden & Co., Philadelphia.

The Metric System of Weights and Measures, prepared for Robinson's series of Arithmetics. Messrs. Ivison, Phinney, Blakeman & Co. give special attention to this soon to be generally introduced system.

Guyot's School Geographies embrace one of the most sensible systems of map drawing as yet suggested—besides other excellencies. C. Scribner & Co.

Smith's Hand Book of Etymology—A. S. Barnes & Co., N. Y.—has various excellencies, which must be seen to be appreciated.

The American Naturalist, Salem, Mass., at $3 a year, covers a new field in this country, and is printed and illustrated in the highest style of art. Invaluable to all who wish to keep informed of the latest discoveries in Natural History.

American Agriculturist, N. Y.—The wonder is how this publication keeps up its astonishing freshness and attractiveness for so little money. It is profusely illustrated.

American Farmer, Baltimore.—This sterling old agricultural paper, though during the war under a cloud, has since come out neat as a pin, and is deservedly prospering.

The Sunday School Times, Philadelphia; Sunday School Teacher, Chicago; Sunday School World, Philadelphia, and Sunday School Journal, New York, though mainly devoted to Sunday school matters, will be found of great use to the secular teacher, as well as of interest in the family.

The Artisan, New York, is a scientific and mechanical paper that is deservedly growing in popular favor. The old Scientific American may well look out for its laurels.

Colton's Outlines of Physical Geography—quarto—is one of the improved Geographies well worthy of careful examination by all teachers who wish to keep up with the times. Ivison, Phinney, Blakeman & Co., N. Y.

The Little Corporal, Chicago, and Little Chief, Indianapolis, are two publications of merit for young folks, showing that the great west bids fair rapidly to excel the east in this class of journals.

The Student and Schoolmate, Boston, is a spicy magazine, standing second to none in real value to the young people of our land.

Our Young Folks, Boston, is an illustrated magazine for boys and girls, that don't come quite up to its promises or quite meet all its engagements. Otherwise good.

The Atlantic Monthly—Ticknor & Fields, Boston—a large first class monthly at $4 a year.

Daughaday's School Visitor, Philadelphia, at $1.25, and Riverside Magazine, N. York, at $2.50, are two flashily illustrated magazines for young people well worth sending for.

The Phrenological Journal, N. Y., is an enterprising journal full of quirks and cranks, enough to keep anybody awake this hot weather.

Hall's Journal of Health, N. Y., is the most sensible and at the same time the most egotistical publication of its class in America.

The Nursery, Boston.—This is a unique publication for the little ones, standing alone in its sphere, and must be seen to be duly appreciated.

The Mothers' Journal, New York, commends itself to all mothers in the land for real excellence and unpretending merit.

The New Dominion, Montreal, Canada, by John Dougall & Son—monthly—$1 a year—a new magazine of 64 pages reading matter.

Long's Monthly Letter.—This is something unique, being a monthly pen letter individually addressed, specially for young folks, on matters of vital importance, and calculated to be of great utility. Address Rev. Edwin Long, 1210 Chestnut street, Philadelphia.

The following Educational Journals are each and all excellent, and have individual merits which renders it difficult if not invidious to decide between them. Every one of them should be read by every teacher:—Illinois Teacher, Peoria—Michigan Teacher, Ypsilanti—Massachusetts Teacher, Boston—Ohio School Journal, Columbus—Pennsylvania School Journal, Lancaster—Educator, Williamsport, Pa.—American Educational Journal, New York—Minesotá Teacher, St. Paul—and last, not least, the Maryland Educational Journal, Baltimore.

[☞When we see more of them, we will pay our respects to the newspapers of Maryland. Would be glad to receive all of them.]

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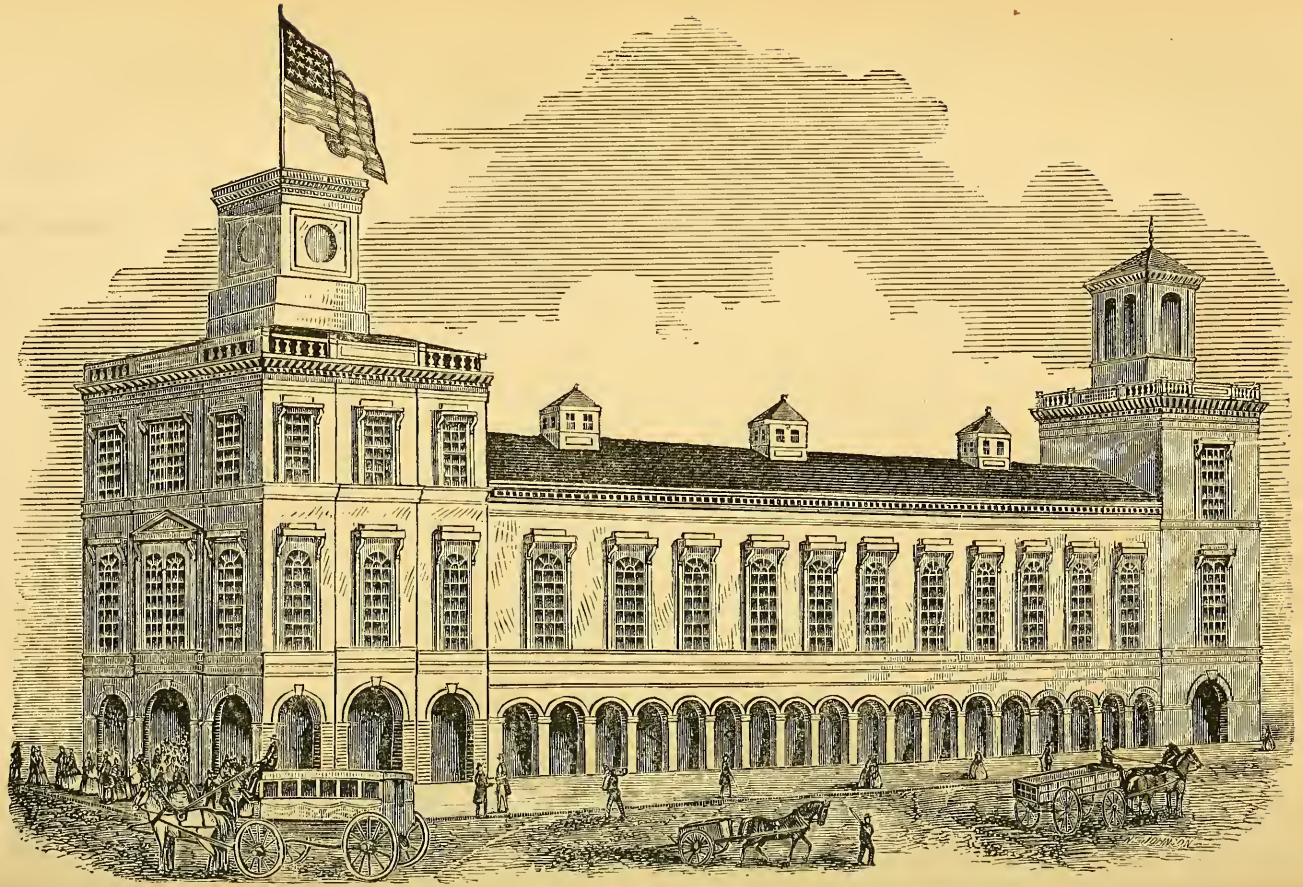

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MARYLAND

EDUCATIONAL JOURNAL,

A SCHOOL AND FAMILY MONTHLY.

VOL. I. BALTIMORE, OCTOBER, 1867. No. 6.

Editorial Address.

A CHANGE having been announced in connection with this Journal, which is however in reality more a change of names only than of plan, we deem it proper to give our friends a clearer statement of the reasons influencing us than was possible in the last number, or than we have perhaps heretofore presented as the plan of our Journal.

In the first place, the Journal appears in a purely private character. The editors alone are responsible for the mode of conducting it. Even if it had been possible to make it the fully accredited organ of the State Association of Teachers, it is doubtful whether it would have possessed the concentration, vigor and directness of a private enterprise. In the second place, attention is to be paid to the interests of higher education. To be the organ of a highly educated class, such as it is desirable that of teachers should be, it is absolutely necessary that topics involving questions of the highest forms and methods of teaching should be introduced and thoroughly and elaborately discussed. One of the main objects of a school journal should be to educate the class of teachers to a higher degree, and thus assist in elevating the profession both in itself and in the estimation of all educated and thoughtful people. It cannot be denied that the best means of having a thoroughly effective and healthful system of public education is to secure a class of well trained and thoughtful teachers. To our training schools for teachers we are to look for the first impulse in the right direction, and to our educational journals for suggesting topics of thought, from month to month, whereby educators may be fresh and vigorous in their work. One of the main objects of our Journal, then, will be to furnish wholesome food for thoughtful

minds. We are confident that this can be done without interfering with the hitherto highly practical and popular character of the Journal.

In order that our readers may have a clear conception of our plans in this respect, we will add a brief scheme of topics which are, from time to time, to be introduced. 1st. The English language in all its bearings and relations; as its constructional peculiarities, its changes and additions, &c. 2d. Importance of a thorough female education. 3d. Memoirs of distinguished educators, both American and foreign. 4th. Suggestions as to the higher methods of instruction, classical, mathematical and scientific. 5th. Histories of schools and school systems, especially American, English, French and Prussian. 6th. Impartial notices of books pertaining to education.

Having this general plan in view, we hope to make our Journal a thoughtful and efficient helper to that most important class, the educators of the men and women of our land.

[The reader will thus perceive that the principal change, or *improvement* if you please, contemplated, is to give the Journal a higher tone; while at the same time a sufficient variety will be maintained to suit all tastes. See the pages of this number.]

The English Language the essential Element of American Scholarship.

THE general tone of thought and language encourage the impression that the knowledge of our own tongue is a subordinate and secondary thing in our educational life. Almost all schools draw a distinction between English and all other branches of education to the disparagement of the former. Schools, which are meant to be designated as of inferior character, are denominated English schools; and the scholar whose inferiority we wish to mark, is termed a mere English scholar. Almost anything is regarded as of more importance, and consequently the language of Alfred, Chaucer and Spencer, Bacon, Shakspeare and Milton, is made to occupy the lowest form of the school room, and our youth grow up under the impression that English holds a most unimportant place in the educational life.

Instead of everything being made to tend to a thorough knowledge of our own language, it is used but as a means of acquiring all other knowledges. We do not complain that other things are taught and

learned, but that the mastering of the tongue in which we were born, in which we say our prayers and read our Bibles, through which we are to obtain our livelihood, and in the use of whose last utterances we are to die, is not regarded as the great end of all our learning. So far from undervaluing the acquisition of other languages, we have a profound conviction that no man can be a *thorough* English scholar without being a proficient in those many tongues which contribute to its most composite formation. We are well convinced that a high estimate of the importance of learning our own language would stimulate the youthful scholar to study with more diligence all of its composing elements. It must not be forgotten that the English language is not a mere aggregation of elements, but is an organic entity, which by assimilation has impressed its own living form on everything with which it is brought into contact. Hence it has its own strictly determined, well defined, limits. Hence it has a grammar of its own, which must be studied in itself. In the *fullest* prosecution of the knowledge of our own language all the intellectual benefits of classical study are perfectly attained. It is well known to scholars that one of the most important benefits conferred by classical study is the compelling the student to use his Lexicon. Distasteful as is the work to beginners, its importance cannot be over-estimated. He must exercise his intellectual discretion in the selection of the right word and his memory in retaining it for proper application in the text. Every new word thus attained not only affords increment to the literary stores of the student, but gives new power to his intellectual character. The searching for words wherewith to convert a Latin or Greek passage into English, not only quickens and strengthens the memory, but improves in the highest degree the discriminating faculty. Now if this is true of the more simple languages of Greece and Rome, it cannot be otherwise than at least equally true of the more composite and difficult English. It would be as great a mistake to suppose that we can dispense with the use of our lexicons in the study of English as in Latin or Greek. This is clear when we remember that over and above the vast multitude of Anglo-Saxon words whose meanings we cannot get at without the use of a good English dictionary, three-tenths of the words of our language cannot be thoroughly learned without the use of a Latin dictionary also. And then to this must be added another tenth whose meanings, in their deepest signification, can only be learned by consulting, besides the English, Hebrew, Arabic, Greek, French, Italian, Spanish, and even Sanscrit lexicons. To feel this, it is only necessary to take at random any general column

of words to be found in the highest English authorities; as, aberration, bifurcated, concatenation, derelict, efflorescence, farsical, gloat, habitude, intrinsic, joust, kedge, lustrous, mirage, nonpluss, privity, quandary, scuttle, tentative, umbrageous, voluted, wale, zylography, zelk, zany. These words quoted, with the avoidance, for the most part, of technical and scientific terms, will sufficiently illustrate our meaning. We do not mean to say that most people will not have some idea of what these words signify, but that if they wish to know all about them, they must consult their dictionaries. The mere learning of the English word will not make us thorough English scholars. We must not only know what the word means, but why it means so. We find from our English dictionary that aberration means departure, and from our Latin, that it means departure from a certain point. We might go through with all of these words and show that, in order to their thorough comprehension, we must consult at least two dictionaries. Whatever improvement of the memory is effected by the study of the ancient classics, at least as much will be secured by the higher study of our own tongue. It is undeniable that the study of the ancient classics is admirably adapted to the cultivation of the discriminating faculty. We find the same power in a yet higher degree in our own language. There are so many words in English of apparently the same meaning, that the desynonymizing process, which so exercises our intellectual discernment, is absolutely necessary. The following pairs of words will illustrate our meaning: childish, infantine; boyish, puerile; difference, distinction; manly, virile; womanly, effeminate. A critical discretion is absolutely necessary here to avoid using the wrong word. We shall find that in cultivating our discriminating power by collating and comparing such words and studying well the times and places for the use of either or both, we shall acquire that highest faculty of the highly cultivated and well educated man, a facility in using the right word in the right place. While accuracy in the use of words is both the measure and effect of accurate thinking, it contributes largely towards producing this accurateness of thinking by giving definiteness and distinctness to our thoughts, and thus doing much towards moulding and forming the intellectual man.

☞Early education prevents more crimes than the severity of the criminal code.

English History.

AS in another article of the Journal we have adverted to the fact that our own language forms but a subordinate factor in our educational life, so here we would remind our readers of the lamentable truth that we too often assign the study of the history of our own people to a much lower place in the curriculum of studies than it deserves. As an English people it surely becomes us first of all to learn something of our own origin and national relations. To obtain anything like a correct view of English history, we must revert for a moment to its legendary period. The myth and fable are by no means confined to Greek and Roman life, but belong to the infancy of all nations. Indeed they are incident to all unprogressive and unscientific forms of life. One of these early British myths found its way to the heart of Shakspeare, and has been converted by his magic touch into the most real tragedy to be found in the whole range of dramatic literature. The legendary period of English history must be considered as embracing those ages which, stretching back to the remotest antiquity, end with the opening of authentic annals. Authentic English history begins under the unfavorable circumstances of the limited and prejudiced observation of the Roman invader. Cæsar's narrative, although not entirely trustworthy, is exceedingly valuable in affording the first solid basis for the erection of the beautiful fabric of English history. It was when British history was brought into contact with Roman life that it emerged from the mist of the legendary and fabulous and began to assume the well defined form of truthful narrative. This suggested the reflection that "all the history of the ancient world, whether sacred or profane, is limited to the story of those races of men who lived on the shores of the Mediterranean." As you get away from the sound of its waves, the voice of history dies out and the light of history fades away unless reflected from its beautiful waters.

The Celt and the Cambrian, the Goth and the Briton, are only known to us through their contact with Roman civilization. The tribes that moved on many a plain have kept up no kindred with the historic nations of the earth, but have perished forever from the memory of man.

"Palmyra, central in the desert,
Babylon, learned and wise,
Hath perished utterly,
Nor leaves she one word to aid the sigh,
That would lament her."

Britain was too remote from the Mediterranean to find a place in ancient history. All that was known of it was that it was peopled at a very early age of the world.

This long tract of time, however, is illumined by the legendary story that the Briton was descended from Trojan ancestry, and took his name from Brutus, who came to Albion and conquered it. Such is the story given by all the old British chroniclers, who also give the succession of a long line of kings

> "Who sprung from old Anchises' line,
> Ruled o'er Britain in ages long gone by."

It is an apt illustration of the persistency with which old traditions were believed, that down to the twelfth century no one presumed to doubt the story that the Britons derived their name from Brutus, the Trojan. It may be reserved for some future historian to sift out the grains of truth that lie buried under these ancient heaps of mythical rubbish. It must be some deep feeling that gives rise to such general legendary lore. The heart of a nation, as it becomes thoughtful, craves for some knowledge of its ancestry. With the progress of civilization, men feel the necessity of connecting themselves with the past by some living bond. This is equally illustrated in the case of Old Mortality, bending in saddened reverence over the decaying monuments of his ancestors, and of the great Greek orator, who moved the hearts of his hearers by pointing to the heroic dead, who for two centuries had been lying in forgotten silence on the plain of Marathon. Shakspeare's Cymbeline forms a sort of connecting link between the fabulous period and that of trustworthy records. In this fine drama the two distinct lines of Roman and early English life are made to run in a beautiful parallelism.

Our present English historic life is made up of the three-fold elements of Roman, Saxon and Norman, of which our language affords a happy illustration. We cannot refrain from barely adverting to the truly Shakspearian touch of the saintly Edward, the last of the Saxon kings. When Malcom and Macduff, who have fled to England from the brutality of Macbeth, ask—

> "Comes the king forth, I pray you?"

The answer is—

> "Aye, sir, there are a crew of wretched souls,
> That stay his cure—their malady o'ercomes
> The great assay of art—but at his touch,
> Such sanctity hath heaven given his hand,
> They presently amend."

Here the Norman element enters into British life—the stormy reign of Harold, the Dane, being but an episode in English history. The splendid reign of William, the Conqueror, the ferocious cruelty of William Rufus, the modified tyranny of the first Henry—fill up the Norman picture. The great reign of Henry II, in which took place the mighty struggle between the men of arms and the men of letters, reintroduced the Saxon line, the reign of Stephen being but a tumultuous usurpation. Next comes the reign of King John—that of the heroic crusader being but a bright flash across the firmament of history —the most remarkable in the history of England, as having given birth to the great charter of the constitutional liberty of the civilized world. With this reign we begin our brief sketch of English history.

The words "borrowed majesty" serve as the key note to the violent misrule and tyrannical usurpation of this unnatural despot, and the manliness of Philip Falconbridge is but a prelude to that chivalric courage that stood by his tyrannical master when all men deserted him. History generally describes John as nothing but the violent usurper—the cruel tyrant—the heartless despot. But as there can be no human character without some redeeming trait, Shakspeare, while bringing into bold relief the hard side of his character, with the intuitive knowledge of the whole of human nature, gives those fine touches that ally him with humanity, and those outbursts of manly character without which, in that great heroic age, he could not have retained the throne of chivalric England for a day, It is a very remarkable fact that the very Archbishop of Canterbury whom the Roman Pontiff had forced into the metropolitan see of England, should have been the leader in the noble struggle for civil liberty in the meadow of Runymede. It was the cowardly surrender of his country's rights more than anything else that roused the barons of England to a redress of their grievances.

This is but one of the illustrations, of which history is full, of the marvelous way in which the Divine Providence, which governs the world, brings good out of evil, and order and beauty out of human disorder and confusion. It is to the cowardice and tyranny of King John that the constitutional liberty of the great Anglo-Saxon race is indebted for all that is substantially true and great in its civil franchises.

☞Wait for others to advance your interests, and you will wait until they are not worth advancing.

Female Education.

WE are apt to think that what is called esthetic culture—that is the cultivation of the taste for the beautiful—is all that is needed in the education of woman. This cannot be true, as the very business of education is to develop those powers, which would not be brought to life without those processes. The stronger elements of intellectual character are those which, in woman, especially need culture. The poetical elements will, without any external aid, readily develop themselves. But without external help, she will be too imaginative and idealistic. Woman must be taught that she has a mind as well as a soul. To do this, we must use those appliances which teach her that she can think, and how to think. We must cultivate her thinking powers. Why should the science of forms and numbers be deemed a strange sphere for the operations of a woman's mind? The sterner processes of synthesis and analysis are those which she needs to keep her from living too much in an ideal world and from being too exclusively a creature of sensibility and emotion. She may at first wince under the pressure of binomials and polynomials, and be puzzled by equations of the parabola and hyperbola. But it does not follow that what gives us trouble is not best for us. We are only learning, in any true sense of the word, when it costs us something to learn.

Why should the fountains of our own tongue be sealed up against our women? What a terrible maze must our composite English be to one who understands no other tongue? Why should the beautiful language of Sappho be deemed so far above the powers of Sappho's sisters? Why should the language of the Cornelias and Virginias—the language which furnishes three-tenths of the words of our own—be withheld from their younger sisters? Above all, why exclude from the circle of female learning the sturdy old German, the basis, in one of its forms, of six-tenths of our own language? It cannot be seriously maintained that the highest cultivation of a woman's mind would unfit her for her position in the family and household. It is not probable that as long as our women are taught to look upon fine dressing and lighter accomplishments as the great end of living, that many of them will aspire to the highest forms of education. But there are women who have a taste for higher scholarship, and it is not fair that they should be debarred from those noble intellectual enjoyments for which their beautiful natures are so well fitted. Surely a woman will

not be less skilled in the management of her household because she may be able to solve a problem in Euclid—her accounts will not be the less carefully kept because she may be proficient in arithmetic—nor will the understanding of the boiling and cooking processes be the less perfect because she may happen to understand something of natural philosophy and chemistry—and we do not see that she will be the less facile seamstress because she may be even able to read in the Latin copy or the beautiful original of the needle-work of Penelope.

It is very unfair to use as an argument against the higher education of our daughters, that they talk of nothing but the fashions and follies of the hour, when we never urge them to store their minds with greater and nobler thoughts. This life, even if it should be a life, would be no waste, for she, like the gentle stream that makes its way through some vale, in its quiet ministry to the banks through which it passes, although it may be ridiculed by some noisy neighbour which is turning the busy mill-wheel, is, it may be unconsciously, diffusing grace and beauty to all around. But it may be said that the higher education of our women would spoil them and convert them into pedants and blue-stockings. We do not believe that education spoils anybody. People may be spoiled by leading them to believe that they know everything, whereas in truth they know nothing.

The thorough education of our women has its utilitarian aspect also. The earlier education of the children of a family can be best attended to by an elder sister, whose natural affection would give her an interest in her pupils which the most conscientious sense of duty could not impart. And then, when she becomes a mother, she would be the cheapest as well as most thorough instructor of her children, at least in their earlier years. We will not believe for a moment that the present superficial education of our women is the result of a sense of inferior capacity. This would imply an ignorance of her true nature which we cannot believe any thoughtful man capable of. The truth is, in almost all forms of learning women are the superiors of men, and their present inferior educational position is the result of an undervaluation of their real capabilities. The experience of those who teach boys and girls together, is, without exception, in favor of the latter. It is high time that these effete views of woman's position on the scale of life be laid aside, and that she come to be regarded as the graceful and beautiful coadjutor of men in solving even the more difficult problems of life.

The Religious Question in Relation to our Public Schools.

THE objection on the part of many people to public school education, whether primary, academic or collegiate, is that there is too little positive religious teaching. They say that inasmuch as they deem the religious instruction of their children of primary importance, that they cannot encourage any system of education that ignores this paramount claim. We feel as deeply as any persons can the importance of the religious culture of our children. If there were, in our judgment, such an antagonism between State education and religious culture as that the former could, with any fairness, be denominated godless, we should most unhesitatingiy advise the giving up of a system which cuts up by the roots all reverence for God and love to man. It is the end of this paper to show that no such antagonism by any means exists. This question lies at the very root of all public instruction in a state of civil and political society such as ours. In States where a certain ecclesiastical polity is established by law, the thing is perfectly plain. But in this country, if the State is to educate at all, she must positively disavow all distinctive religious teaching. The whole question resolves itself into this: must the State because, from the nature of things, she cannot do everything in the matter of education, do nothing? Must she, because she cannot make Episcopalians or Presbyterians or Methodists of the children of the land, leave them in abject ignorance? On what other topic do men reason so illogically? We lay it down as a postulate of entire justice, that the State is bound in the highest degree to educate her people. She may, where it can be as well done, remit this education into the hands of private persons, but she cannot, from the very nature of civil society, abandon this education as a right or neglect it as a duty. We also lay it down as a principle equally clear, that the State cannot, without the utter destruction of her very being, teach religious truth dogmatically and distinctively. We will not argue the question whether we could not conceive of a more perfect civil polity than that under which we live. We take things as we find them, and we say most emphatically that the State alone ought and can educate the masses of her population; and we state with equal positiveness that she cannot, without an utter abrogation of her organic nature, educate religiously, in the well defined meaning of that term. But is the State for this reason to be denounced as Godless? Is she Godless, because her prime minister does not wear a Cardinal's robe and her military banners do

not flaunt in the face of the sun the holy sign of our blessed religion? If the State shut up our churches, banish our priests, destroy our Bibles and service books, and put the holy sacrament under the ban, then she may well be held up as Godless. She nowhere forbids religion to be taught with the utmost positiveness and distinctness at home or in the church. She merely says: if I do not, to the very utmost of my power, pour into these seething masses the leaven of such education as is consistent with my nature, they will, by their moral corruption poison the very sources of my life, and involve me and themselves in utter destruction. All this we fully admit, and yet we deny that Godlessness can be, with any fairness, predicated of our American systems of public instruction. This is more apparent when we consider the character of the persons to whom the State entrusts her educational interests. To say nothing of those occupying the highest positions, who bear the most sacred name that mortal men dare aspire to, we challenge to a comparison, in moral excellence and religious character, with the great body of the public school teachers of our own State, the men and women who may occupy any other positions in society. In what other sphere of life can we find a patience more saintly, a charity more Christ-like? We yield to none in our reverence for a positive faith, but we are very far from admitting that the highest forms of religion are limited to the recitation of Credos and Pater-Nosters. We insist upon it that the religion of our blessed Lord may be most impressively and earnestly taught in our school rooms in a way that no State can ever interfere with, to wit: by the Christian tempers and chastened meekness of our teachers. From what root but a holy faith in our blessed Lord can such heavenly fruits grow? Or what nobler sermons could be preached in our academic halls than a long-suffering towards frowardness and wantonness and a gentle forbearance amid a thousand annoyances, which can only be the beautiful and well ripened fruits of our most holy faith?

☞What a glorious thing a horse race must be! It improves the breed of horses, and encourages the sale of rum.

☞Never accuse a child of lying unless you have the best evidence of the fact.

Memory.—No. 5.

APPLICATION TO LATITUDES AND LONGITUDES.

(WITH HOMOPHONIC ANALOGIES.)

IN the application of this system to Latitudes and Longitudes, as well as to some other subjects hereafter to be shown, experience has demonstrated that by simply commencing the formulas with the names of the places, as in dates, the mind is apt to become confused, since the idea conveyed by the mere name of any city, for example, is that of a collection of houses. It has, therefore, been found necessary to substitute for the name of the city some other word or phrase conveying a different idea, but which from its homophonic analogy to the other, will infallibly bring it to mind. Thus for Bogota, *Pagoda*—for Rome, *a room*—for Lima, *lime*, &c.

In the closing words of each formula there are *four* or five articulations—the two first in all cases stand for latitude, the two or three last for longitude.

[It is asserted that a knowledge of the location of places on the globe can be acquired in this way more rapidly and certainly and agreeably than by any other method.]

☞All that is necessary is for the student first to understand what Latitude and Longitude are.

An Apple will make a good
ANNAPOLIS.....HOME PIE (for a) COOK
A Pagoda is a Hindoo temple in which worship a
BOGOTA.....SILLY CREW
The *Mexicans* in talking about war make as much fuss as a
MEXICO.....NOISY BOOBY
A *Rich Man* leads a more quiet life than a
RICHMOND.....MIFFY KING
Londoners are often seen walking in a
LONDON.....LANE
A *Room* is more agreeable place than the open air in a
ROME.....RAINY TIME
A vine will not flourish in a
VIENNA.....ROUGH DITCH
A good hope was felt when the olive branch was brought by the
CAPE OF GOOD HOPE.....MERRY DOVE

Weary crews on steamboats often
VERA CRUZ.....WOOD UP (on the) BEACH
Lime is a useful substance that brings many a
LIMA.....DOSE OF CASH
An old penny is often the only wealth of the poor Indian in his
ALBANY.....RAINY WIGWAM
General Washington is a hero whose fame will forever rise
WASHINGTON higher and higher on its.....MOVING WING
A kingdom is a government the downfall of which a republican
KINGSTON views with.....ROARING JOY
A queer baker is a jovial fellow who sometimes dresses his wit
QUEBEC in an.....IRISH COAT
A Mount Royal is Mount Olympus having the Jupiter Royal
MONTREAL Palace upon its.....RICH ACME
A dorado is a fish vastly better to eat when well cooked than a
TORONTO.....RAW MAG-PIE
A spring in a field will refresh a working man
SPRINGFIELD.....ROUSE A FOP
Alexander the Great is a hero whose fame has been sung by
ALEXANDRIA many a.....MIGHTY MUSE
An Athenæum is a place where people do not often go to relish
ATHENS.....MUFFIN OR HAM
A bear lean is an animal which has been fasting like a penitent
BERLIN crushed under a.....HOLY ANATHEMA
A calculator is an individual whose labors are not more charm-
CALCUTTA ing than the flavor of the.....NENUPHAR
The Emp. Constantine is a monarch who could have left a bright
CONSTANTINOPLE fame had he not murdered his...WORTHY NEPHEW
A dressed dean is one who wears rich garments when he offi-
DRESDEN ciates in the cathedral's.....HALLOWED DOME
A dun bird is often heard warbling amid the solitude of a
EDINBURGH.....HILLY and WILLOWY HOUSE
A flora is a collection of flowers which amateurs always keep
FLORENCE carefully out of all.....AIRY HUMIDITY
Genievra or *gin* is a liquor which should not be found in the
GENEVA house of a.....RICH SAGE
A hone of iron is a hone upon which a razor would suffer as
HANOVER much as in cutting a.....LEAN PIE
A mad writ is an unjust capias by which a hasty judge drives
MADRID a poor man to bail in a.....SERIOUS SUM

A musky cow would have been worshipped by the Egyptians
MEXICO like their bull Apis during their.....DEEP ATHEISM
Muscat wine, when old, is more agreeable to topers than a cup of
MUSCAT .....NEW MILK
A Moist cow is an animal supposed to work harder and perspire
MOSCOW more than an.....ILL OR LAME COW
A new niche is a place in a wall not usually made for the statue
MUNICH of a.....ROUGH IDIOT
A nopal is a plant the flowers of which do not smell or taste
NAPLES so sweet as.....ROSE WATER
A big inn is a hotel where travellers do not usually find on the
PEKIN table an .....EMPTY DISH
A parish is a clerical district sometimes endowed with a colossal
PARIS.....REVENUE
A plague is a calamity during which amusements lose their
PRAGUE natural .....LUSTRE
Cato (the ancient) was a Senator whose habits did not agree
QUITO with the luxuries of an.....ICE HOUSE and a CAVE
A master-dam is the famed black rock dam of Lake Erie, which
AMSTERDAM was not built by a.....LEAN HERO
A brisk ale is a drink which amateurs like to sip in a
BRUSSELS.....LAZY HOUR
St. Peter, sober, was a saint who never drank more at one time
ST. PETERSBURGH than a.....HOLY ABBE at MASS
A stock of alum would be more profitable than the feathers of a
STOCKHOLM.....WELSH DOVE
A stout guard is a soldier who could not easily be scared by a
STUTTGARD.....ROUGH SEPOY
A war-saw is a weapon with which the ancients cut more flesh
WARSAW than.....LINEN and WAD
Danger is a feeling unknown to the brave warrior belonging to
TANGIER the.....MALE HOME
A vale of Paradise is a beautiful place which no one would
VALPARAISO choose with greater eagerness than a...MIMIC WIDOW
A real joiner is a mechanic who could easily fix the windows of
RIO JANEIRO.....ANY NEW ROOM
An old chair is not often found made in the
ALGIERS.....IMAGE of a SWAN
An Archangel doubtless has the power to
ARCHANGEL.....CHEER any IMP

Bordeaux wine if drank to excess might make any one quite
BORDEAUX .....ROARY and SAUCY
The breast is a part of the body which would not bear many
BREST kicks from a.....ROUGH HUZZAR
A bomb were one to explode at our feet might not prove quite
BOMBAY so .....EDIFYING as WINE
Botany is a science productive of much pleasure, and not one
BOTANY BAY of.....MERE UTILITY
A Bourbon Prince has more than once wandered in exile
BOURBON ISLE.....NEEDY and LOWLY
Brave men have oft been brought to rest with a wounded
BREMEN.....LIMB on a SOFA
The Babel Tower was not completed on a single
BABYLON, (ancient) .....MAY MORN
A Chalice is a kind of cup that is often in an
CALAIS .....ALE-HOUSE SEEN
A Canteen is a kind of flask often carried by soldiers against an
CANTON .....ENEMY in the DAY-TIME
A cashmere shawl would make a squaw feel quite
CASHMERE .....MERRY in her WIGWAM
Sugar Candy tho' often unclean, eats well enough when
CANDIA .....MEALY ONLY
Corinth raisins if fired instead of bullets might not much
CORINTH.....MOVE an ENEMY
Cologne water is used by many a
COLOGNE.....LOUSY JEW
A flail if well laid on might tame a
FAYAL.....MIFFY NEPHEW
A green witch would most likely be in all respects an
GREENWICH.....OLD HUSSY
Humbug is a new fangled word for deception which all, young
HAMBURG and old, strong and.....LAME should ESCHEW
A liege or any sovereign to do his duty should not be too
LIEGE .....LAZY or SLY
A lion is among other inhabitants of the desert a
LYONS.....REAL CZAR
A lily in the spring pleases a pretty
LISLE.....LASS SOME
The Marseilles hymn was composed to inspire a French
MARSEILLES.....ARMY with ZEAL

A melon contains of all delicious juices the
MILAN.....REAL SAP
A monkey is generally not so great a fool as a drunken
MOCHA.....DUMMY with RUM
Mica is a glassy mineral or stone altogether
MECCA.....INODOROUS
A Madras handkerchief is an article that was scarcely worn by
MADRAS Eve—old father.....ADAM'S WIFE
Vanilla is a fragrant fruit of South America which had not ex-
MANILLA actly the.....ODOR of TANSY
Malaga wine if adulterated with rum might easily
MALAGA.....MATCH a HUZZAR
Nankeen is a kind of cloth that has doubtless been worn by
NANKIN.....MEN (at an) AUTO-DE FE
The Odyssey is a composition which could not be readily sur-
ODESSA passed by any.....IRISH MISS
A pound of cherries would be quite palatable
PONDICHERRY.....WITH WINE in an ICE-HOUSE
A rotten dam might be repaired by the aid of a
ROTTERDAM.....LEAN SAWYER
A rocky fort is a place the subjugation of which would require a
ROCHEFORT.....REAL POST
Roads in some sections are during a long season of rainy weather
RHODES.....MELLOW ENOUGH
The Flamingo is a fowl that more resembles a
ST. DOMINGO.....DOVE than a SHEEP
Helen is a beautiful name often applied to a girl
ST. HELENA.....DUTCH and SILLY
The Strawberry is a fruit more palatable than
STRASBURG.....ROUGH WHISKEY
A civilian is one who should be able to explain the law
SEVILLE.....TERSELY
A spit-box is an unnecessary article the sight of which is calcu-
SPITZBERGEN lated to give anti-tobacco chewers an...AGUISH TWITCH
A tureen is well calculated to contain soup, even if made of
TURIN.....REAL SAGO
Venison is a meat relished by the civilized as well as by the
VENICE.....REAL HEALTHY
A big inn is a hotel where we do not often find on the table an
PEKIN.....EMPTY DISH

A real joiner is a mechanic who could easily fix
RIO JANEIRO .....ANY NEW ROOM
A lazy pony can run faster than a
LISBON.....HOME PUPPY
Horns do not grow on the head of a
CAPE HORN .....LEECH or a HEDGEHOG
The rock of Gibraltar is a
GIBRALTAR.....HOME on the EDGE of a HILL
A new yoke is often made of
NEW YORK.....HARD HICKORY
A pretty bird often has a
PITTSBURG.....RED FACE
Venison makes a better meal than
VENICE.....RAW WILD HONEY
If *a boy should bag his dad* he would be apt to put his
BAGDAD.....MAMMY in a ROAR

SUNDRY QUESTIONS FOR ALL.—Why do those who carry heavy burdens on their shoulders lean forward? Why is a load of hay more apt to upset than one of stone? Into how many kinds are levers divided, and which of them do we find in the human body? Why does oil float on water? Why do not iron ships sink in water? Why does not water stand higher than 33 feet in a pump? Why does the microscope cause objects to appear larger? What is the principle of the stereoscope? Why do watches and clocks require regulating in the spring and fall? Why is it necessary to rub matches in order to ignite them? Why does dough rise when yeast or soda are introduced? What is illuminating gas, and how does a gas light differ from a common candle? How can old wells be cleaned of carbonic acid? How can grease and acid spots be removed from clothing? How is ice cream made? What is the philosophy of churning butter? What is the philosophy of canning fruit? Why do coal oil lamps require chimneys? Explain why little drops of water dance around on hot flat irons? Why is it cold on high mountains? Why is the pendulum of a clock longer at the poles than at the equator? Can a person raise himself from the ground with a pulley? What causes the heat of summer and the cold of winter? How is the cold and wet weather, which we had this spring and in early summer, accounted for? What do you intend to do, and how are you going to do it? Can we think of two things at once? Is Phrenology of any use in schools?

Elementary Drawing.

(Read before the Teachers' Institute of Talbot and Caroline counties, May, 1867.)

Till within a few years drawing, as a branch of study in our common schools, has not received much attention. It has been generally regarded as an elegant accomplishment, suited to the very few who have leisure for cultivating a love of Art, or who intend to make Art a profession. In Europe, on the contrary, it has for many years been considered one of the most important branches of education. In all the principal cities of Germany, France and England, Art Schools are supported by the Government, and are free to all. In these, the poorest child has the opportunity of acquiring a practical knowledge of design, which in this country can hardly be obtained at any price.

Some may think that this is a useless expenditure of public money, and that the State has no right to appropriate for a mere luxury, the money designed to furnish a plain, solid education to its children. But those who reason thus take a very narrow view of education. "It must not be forgotten," says Warding, the distinguished English artist, in his admirable "Lessons on Art," "that in cultivating an innocent taste, we are purifying the mind from low and grovelling propensities, instilling a love for the true and beautiful, and establishing a most delightful resource in after life, and one of the best modes of securing an avoidance of vicious and degrading pursuits."

Many are under the impression that genius is necessary to make a successful draughtsman. No idea could be more erroneous. To originate a great thought, on canvas or paper, or in stone, demands creative power. But to copy accurately, from a model or from nature, requires simply a quick eye, a carefully trained hand, and some perception of beauty, which few are wholly without.

We cannot begin too early. In young children the reflective powers are scarcely beginning to work; but they are quick to observe, and their minds are eagerly storing up food for reflection in after years. Before the hand has stiffened and the eye has lost its quickness, let us train them to observe carefully, and to fix the results of their observations in such a form that they will never be forgotten.

In a large school, where the studies are numerous, as they are in most of our common schools, the instruction must, of course, be of a very general character. Outline drawings, and very simple exercises in shading, would probably consume all the time which could be devoted to this branch.

Many teachers, probably, have systems of their own, which they would find best adapted to the wants of their schools. But to those who have never taught drawing, a few hints may be useful. To such persons, Ropes' "Linear Perspective" may be recommended as a guide. It is an admirable work, very brief, confining itself to a few elementary principles, and is especially intended for the use of schools. In many of the northern schools, models have been introduced, cubes, cylinders, arches, etc. These are either drawn by the teacher upon the blackboard, to be copied by the class; or, better still, the class draw from the models, under the direction of the teacher. This is the first step toward drawing from nature. The models may be of any size; but for a school of thirty or forty they should be a foot high. They can be made at a trifling expense by any skillful carpenter. No ruling or measuring should be permitted till the drawing is finished, and has been submitted to the teacher. Then the pupil may be allowed to correct it himself.

A system is pursued with great success in a northern public school, which may suggest some useful hints to teachers in our Maryland schools. The class is first required to draw the different kinds of lines and angles on the board, and define them. A few simple rules in perspective are then given them; for example, "all lines below the eye, *at right angles* to the horizon line, appear to slope upward, all above to slope downward towards it; all lines *parallel* to the horizon line remain unchanged." To make this clear, a wooden frame is set up on the table. Two wires stretched across it, one horizontal, the other perpendicular, represent the horizon line and the prime vertical line, the point of sight being at their junction. A cube is then placed in front of it, and strings are stretched from the corners of the cube and fastened into the point of sight. When this is thoroughly understood, a cube, as being the simplest form, is placed at a convenient distance from the class to be drawn by them. The results of this first lesson may be anything but flattering; but a few weeks' persevering labor brings its reward.

As fast as the principles of one lesson are mastered, a new one is given; the great variety in the forms of the models allowing almost endless combinations. Occasionally, the models are put out of sight, and a number of the class are sent to the board, the rest being at their desks with their slates or paper. The teacher then calls for one figure after another, to be drawn from memory. At first, of course, there are many failures, but the result is, on the whole, satisfactory. Sometimes they are required to bring drawings of familiar objects at home,

tubs, chairs, boxes, etc., to be corrected in the class. In the public examination, at the close of the year, without knowing beforehand what will be called for, they draw, from memory, pyramids, arches, spheres, cylinders, in as many combinations as are suggested to the mind of the teacher, acquitting themselves generally with great credit. The next year's exercises, which complete the course, are more difficult. The pupils are required to bring into the class drawings of buildings, bridges, foliage, or of interiors, showing the arrangement of furniture in a room, and to explain them by the rules of perspective.

Some may think that too much time is devoted in this school to one branch of education. But only two lessons a week, each of forty minutes, are required; which cannot certainly have wasted much time. The eye, and hand, and memory are all thoroughly trained, and a sure foundation is thus laid for any one who may wish to pursue this delightful study after leaving school.

In this, as in every other branch of education, there is no royal road to learning. All systems which pretend to teach, in a few lessons, a perfect knowledge of this art, which the greatest minds have acquired only by years of patient study, are an imposition; and the attempt to master it by any such system is a waste of money and precious time. B. C.

Self-government.—The best government on earth is that which governs least, and that which comes nearest to be a perfect government is that of a self-regulating Republic.

The place to begin to fit persons to govern themselves is in the family and in the school. The plan of self-government has been successfully tried in schools, but the first condition necessary to the carrying out of a plan of this sort is, the perfect self-government of the teacher. He must have patience, kindness, justice, authority, dignity, and intelligence to command the respect of his pupils. With all these properly exercised, he can teach children that most important lesson, namely, "self-government."

☞It has been said that to strike children about the head is barbarous, unchristian, brutal. This should never be done, especially as nature has provided a good deal better place.

Washington City Public Schools.

FROM the twenty-second annual report of the Board of Trustees of the Public Schools of the city of Washington, a neatly printed pamphlet of 150 pages, we gather a few items.

There are twelve trustees, who have exclusive control of the schools and serve gratuitously, but the report says, "it becomes more and more difficult to obtain competent persons to fill the office, and something should speedily be done, therefore, to relieve the members of the Board from a part of their responsibilities; and besides increasing the number of Trustees, the appointment of a *Superintendent* of Schools has become absolutely necessary."

The schools are classified into Grammar, Intermediate, Secondary, and Primary Schools.

Of school rooms the report says: "It is now generally admitted by practical educators that a single room large enough to seat from fifty to sixty-five scholars, and exclusively under the supervision and instruction of a single teacher, is better than a larger room, with recitation rooms and assistant teachers."

On school discipline we have the following: "The propriety of the infliction of corporeal punishment in the schools has called forth considerable public discussion during the year, and in one instance a valuable teacher was subjected to great annoyance and trouble by the action of parents who considered themselves aggrieved. The Board fully exonerated the teacher, however, from all censure, sustained her course, and decided on retaining the *rod* as a wholesome means of discipline, to be sparingly and wisely administered."

Some practical remarks are introduced about SPELLING; and an account is given of a spelling match between fifty-six pupils, to whom were given the following fifty words, *to be written*, viz: Tambourine, complacent, millinery, varioloid, caterpillar, physiology, lettuce, aloes, villain, omelet, billiards, ghoul, irresistible, indispensable, susceptible, vignette, inveigh, pleurisy, guage, pallet, palate, palette, scurrilous, aeronaut, paroxysm, daguerreotype, bilious, niche, cedilla, horologe, exorbitant, ellipse, hierarchy, periphery, militia, dahlia, separate, miniature, pamphlet, labyrinth, ferrule, facile, medicine, flageolet, zephyr, rigid, lacquer, victuals, surcingle, punctilious. Of these, the word "aeronaut" was spelled the following nineteen ways before being *correctly* spelled, viz: errenaut, eerenote, airanut, eranoch, arenaught,

erenolt, errornort, eronaut, aregnout, erunaut, airinought, earonaut, arenarch, aranult, eranough, airenoch, erynort, arinought, arroneut!

We may hereafter present some of the particular views expressed, referring to teaching spelling in various different methods, which occupy several pages of the report.

Happiness.

BY S. R. L.

"Where grows? where grows it not? If vain our toil
We ought to blame the culture, not the soil.
Fixed to no spot is happiness sincere—
'Tis no where to be found, or everywhere."

The universal desire for happiness is a proof that all were created to be happy, but few with sincerity can declare themselves as happy people, and if the acknowledgment is made, it is accompanied with a sigh for some unattained good.

When Adam, our great federal head, (made in the image of his Creator,) was placed in Eden, he was perfectly happy—but, with his innocence, his happiness departed, and we, his children, inherit his misery; and miserable we remain until restored to purity by the second Adam.

None need hope for other than a fitful, fleeting joy, before he yields his heart to heavenly influences. Not until then can he expect to have a solid, lasting joy, a continued happiness, that will flow on like a mighty river, deepening as it flows, to the end of life.

Sin is the great cause of misery, but many fail of finding happiness even after the oppressive burden of sin is removed, because they are not content to find it in small things, but are continually looking for great occasions, that never come.

To the great majority of the human race it is a negative rather than a positive state, and so some are happy and do not know it.

Each individual may increase his stock of happiness by cultivating the soil of the heart a little deeper, in forgetting self and remembering his companions on the road of life a little more than is usually the case. By a pleasant word to the depressed; a kindly act to the necessitous; giving sympathy to the afflicted, and smiles to the prosperous, our interest is made known to our fellow-voyagers, and we are

ultimately gainers by a reflex happiness, in witnessing the pleasure we give to others by our ministrations.

Education is the most fruitful source of happiness considered apart from religion; it subdues what is gross in our nature; elevates our tastes, and prepares us for a full enjoyment of the beauties of nature, which are so lavishly spread over the broad earth for the joy of all. The poor as well as the rich man; the invalid and those who are in robust health, can alike study the varying landscape, the cloud-capped mountain, with its leaping cascades, and the magnificent arch of heaven, with its midnight stars or gorgeous canopy of clouds at sunset.

Every child should have its attention directed to objects of beauty in nature at an early period, especially to flowers, trees and insects, which are so abundant everywhere. The habit of noticing small things will grow as years increase, and will be a life-long benefit, giving a love for nature and yielding a pleasure that calls for no repentance, and that necessarily leads the mind from nature up to nature's God.

Correspondence.

I received a copy of "The Maryland Educational Journal" for July last. Since the reception and examination of it, I have been reflecting about subscribing for it. Why don't you publish articles which tell us how to teach the different branches, commencing with the A, B, C? The reports of the proceedings of "Teachers' Institutes," held in the different counties of the State, don't amount to anything, because they don't give "PARTICULARS." Please publish practical articles on teaching and government, and give us full reports of the discussions in the "Teachers' Institutes."

[The above expresses the views of many, and writers for this Journal will please take due notice and govern themselves accordingly. Why cannot some attendant of each Teachers' Institute send us full reports for the benefit of all?—ED.]

☞How long does it take a man to embrace Christ as his Saviour? As long as it takes a drowning man to let go a straw and lay hold of an offered rope.

For the Young Folks!

☞How pleasant it sounds to hear one say, as a boy passes, "that's a good boy!" A good boy is always sure of friends. He is trusted—everybody is ready to heed what he says, for they know he will speak only the truth. Goods can be entrusted to his care, for all know he will not steal. When a kind act is to be performed, no one hesitates to ask a good boy to do it, for all know that, if it is in his power, he will gladly confer a favor. Are you a good boy? This will also apply to girls.

Exercises in Grammar.—1. One dollar was given, two dollars was asked.

2. Twenty dollars was bid, and twenty dollars were paid.

3. The captain with the crew was overthrown with the vessel.

4. The country abounds in fruits which the inhabitants are very fond of.

5. This is probably the same man that he spoke of.

6. As the snow fell fast and the winds blew hard, a cry was heard one night.

7. What a lot of grammatical errors are made, and how difficult these sort of things are.

☞Many of the urchins of this generation want to be more than boys. They deem the venial mischief of the olden time beneath their dignity. Instead of giving their tender minds to simple games and sports, they discuss prize-fights. Instead of munching apples, they chew tobacco. Instead of blowing soap-bubbles, they smoke segars. And while few reprove them for the practice of these and other vices, many laugh at and encourage them. If such is the bent of the human twig, it is easy to guess how the tree will be inclined. The boy with men's vices, inevitably ripens into the law-defying, peace-disturbing rowdy, whom nothing short of the direct interposition of Providence can save from ruin in this world and the next.

☞Teacher—"Tommy, what does h-a-i-r spell?" Apt pupil—"Dunno, sir." Teacher—"Why, you numskull, what have you got on your head?" Apt pupil—"I dunno, sir, but I think it bees a flea!"

☞It is Sunday, or Sabbath, every day in the week—somewhere.

Local School Intelligence.

The Schools of Talbot County.—According to the tabular reports of the schools of this county, there has been an increase of nearly ten per cent. in the number of different pupils, and more than fifteen per cent. in the number of average pupils, in attendance, (exclusive of the High School,) over the number of the year 1865–66. In one district, where the old system of public instruction had not attained the development which it had in other parts of the county, the increase in the total attendance has been nearly thirty-three per cent., and the average attendance more than fifty two per cent. While sixty-six per cent. of the whole number enrolled were in attendance each term of 1866–67, but sixty-one per cent. were at school each term of 1865–66. These figures show that not only has there been an addition to the number attending school at some time in the year, but that the term attendance certainly, and the daily attendance, probably, has been better.

One new school house has been built; two new schools have been opened, and all the school houses repaired, so far as the Board felt justified in expending the common funds for such purposes. One school house has been destroyed by fire, but measures have already been taken to replace it with a more beautiful and substantial structure of brick, to cost $1200. It has been determined to erect a handsome and commodious house in Trappe, at a cost of $1800 to $2000. These houses will be built this fall.

The total cost of the schools, as accurately stated, has been increased by only $561.54, notwithstanding the large amount which was expended in necessary repairs, and included in the incidental expenses; and notwithstanding the increase of the salaries of many of the teachers. But though the total cost has been increased by this amount, the average cost of each school has been increased by $9.42, or 2.02 per cent., while the cost of teaching each different pupil has been diminished 39 cents, or 4.1 per cent. and the cost of teaching each average pupil has been diminished $1.41 or 9.3 per cent.

The school finances are in good condition. All debts and arrearages have been paid off; a county levy, for the coming year, has been made, and there stands to the credit of the School Board, upon the books of the County Board, $7000, so that ample funds are provided to continue the schools one full year, even if the present school law should be abolished. All these results are greatly owing to the indomitable energies of Dr. Harrison, the County President.

Harford County Institute.—The "Teachers' Institute" for Harford county was held in Bel-Air during the second week in August. The total number of teachers present during the week was seventy-four—the number enrolled sixty-eight. Several classical teachers were present and cheerfully took part in the exercises. Among these were Mr. McKelway, Principal of Bel-Air Academy, and Mr. Curtis, Principal of Oakland Classical School, near Bel-Air.

At the Institute, this year, there was less academic instruction given than was given last year, but we had more discussion, more lectures and more essays.

Rev. Dr. Van Bokkelen and Prof. Newell were listened to with marked attention. Mr. Curtis delivered a lecture on "Latitude and Longitude," which well paid every teacher who heard it, for the time and money spent in attendance. We want more of these well-digested lectures, and more we intend to secure.

The increasing interest evinced by the teachers in this comparatively new means of improvement, is indeed gratifying to all persons who have the welfare of teachers, patrons and pupils deeply at heart.

Baltimore County Institute met on Monday afternoon, Sept. 2, at two o'clock, in the Odd-Fellows' Hall, at Towsontown, under the immediate supervision of Prof. M. A. Newell, Principal of the State Normal School. About one hundred teachers were present. The exercises were commenced by an address by Dr. Van Bokkelen upon the advantages of institutes such as the one now being held. Essays upon the word-method of teaching reading were read from Mr. Jas. Torrington, Miss Ida Hush, (read by Mr. Wm. M. Soper,) and Miss Sallie E. Ebaugh. The subject was further discussed by Prof. Newell and Messrs. McGinn and Foy. The exercises for the day were then closed by some remarks by Prof. Newell upon the subject of teaching reading.

On Tuesday morning there was an address on "School Records and Statistics" by R. C. McGinn, Esq. The individual reports of the committee on "teaching spelling by writing" were then read and elaborately discussed.

The remainder of the morning session was occupied by Prof. Newell in the discussion of "The Metrical System of Weights and Measures." At the reassembling of the Institute at 2 P. M., an interesting lecture upon the subject of "Music in the School" was delivered by Rev. J. H. Kaufman, pastor of the Govanstown Presbyterian Church. The

remainder of the afternoon session was occupied in debating "What is the Value of School Exhibitions and Examinations, and how should they be conducted?"

On Wednesday and succeeding days other appropriate exercises were had, among them a lecture on Etymology, by R. C. McGinn, Esq., President of the Baltimore County School Board; also a discussion on the question "How is good attendance to be secured;" and a spelling match for a copy of Webster's unabridged Dictionary; full particulars of all of which have not, however, been furnished us in time for this number.

Editorial Salmagundi.

☞NOW that schools have opened again, and teachers are at their posts, we hope our subscribers will all endeavor to get others to subscribe.

☞ *Why will not friends of Education in our State send to the Journal for publication full reports of some of the interesting addresses and discussions heard at the different Teachers' Institutes?* "We pause for a reply!"

We respectfully request those friends who sent us lists of subscribers during the past spring, to do us the favor to see that all pay their subscription. Names, without money, are profitless; and we received in good faith the lists of names sent us as being responsible.

☞Specimen copies of this Journal will be mailed free to all who wish to subscribe, or who will act as agents to procure subscribers.

The Sunday School Times.—We are not, and do not wish to be considered enthusiastic, but we do say, after an acquaintance of several years, that the Sunday School Times, published in Philadelphia by Messrs. Garrigues & Co., and edited by Prof. John S. Hart and I. Newton Baker, is the best paper for the Sunday School teacher or Superintendent we know of, besides being an excellent religious family paper, and having withal much that may be profitably available to the secular teacher. Prof. Hart is principal of the New Jersey State Normal School.

☞Will you, reader, write an article for publication in this Journal?

School Requisites.—Messrs. Schermerhorn & Co., New York, are enterprising gentlemen, who furnish everything requisite for school keeping. They will fit you out with books, apparatus, desks and in fact with a teacher, too, if you want one. Write to them. We believe Messrs. Bond & Co., Baltimore, are their agents.

Notice.—Most of the articles which appear in this Journal are original—prepared expressly for these pages. Editors of other journals are invited to copy whatever they choose, either with or without the usual credit. We are not so sensitive on this point as some of our cotemporaries.

☞Advance payments are required, as you know, gracious reader, for this Journal, and if you have not yet paid, please enclose the money in a letter by mail to the publisher at Cumberland at once—or notify us when you will remit.

Littell's Living Age.—This sterling old literary hebdomidal (Boston) still holds on its way prosperously. The only weekly magazine of the kind published.

☞ALL TEACHERS in Maryland are hereby appointed agents for the Maryland Educational Journal, and will please act accordingly. The back numbers will be sent *free* to every teacher desiring them, who will act as an agent. This proposition will remain open until the files are exhausted.

We once advertised a friend's grocery in our paper, who, among other things, kept "queensware, liquors," &c., and, being a temperance man, were afterwards taken to task for this as an inconsistency. If publishers are to be considered as favoring the use of everything they advertise, then certainly they would have queer tastes.

☞When you build your house, so arrange your sleeping apartments that you may recline with your head due north. Somebody says this will prolong life.

We take some credit to ourself in this:—that while other perhaps "older and better soldiers" in the school cause were (though unknown to us) *considering* about starting an educational journal here, we were the first and only one who offered to run the risk, and to DO! And now, dear public, we ask you to give us a fair trial.

☞Everybody thinks himself competent to edit an educational journal, and we wouldn't be surprised, therefore, to hear of several more being started in our State, particularly as things look so very flattering in regard to a school system!

☞There are a great many good periodicals and magazines published in a great many cities, and they all want a great many favorable notices published, about themselves, but somehow or other very few of them seem inclined to reciprocate such favors. We decline to notice those who will not notice us.

☞Rationalism, spiritualism, atheism, universalism and all forms and phases of infidelity are rife in the land, and manifest themselves in the thoughts of many writers in books and periodicals. Parents cannot be too cautious about the reading of their children.

The pages on "Memory" in this Journal, showing the application of Mnemotechny, can be had separately at low rates, by teachers who may desire practically to test the plan in the school room.

Liberal Premium.—We will give a neatly printed pamphlet of thirty-six pages, containing much useful reading for teachers and students, to any one who will send us a new subscriber with $1.50.

☞Subscriptions to this Journal may begin with any number, but we have about two hundred spare copies of each of the five back numbers, and want just that many new subscribers to begin with the first number.

Let every one of our subscribers take a pride in procuring other subscribers, and in sending us local items of school intelligence or other matter for publication.

☞All cash paying subscribers to this Journal who may be in want of schools can have their wants made known without charge. We design opening a teachers' register in these pages, free to subscribers—a small fee to others.

All teachers in the State, whether in public or private schools, all school men generally and all connected with schools, who *can* write, are respectfully and urgently requested to become contributors to the pages of this Journal. *Approved articles will be paid for.*

Payments due this Journal may be made to James Young, Esq., No. 114 West Baltimore street, Baltimore, who is authorized to give receipts in the publisher's name.

☞Oh how many days and weeks and months and years are wasted for the want of a plan! Have a plan.

This Journal is edited by Dr. Nelson and E. S. Zevely, (aided by a corps of contributors,)—the latter being the publisher and controlling manager, and assuming all pecuniary risks, &c. Dr. Nelson has special charge of the first pages in each number.

The pages of this Journal are open to a free fight on all educational subjects, provided, of course, all things be done "decently and in order."

SPECIAL NOTICE.—The preceding numbers of this Journal have been mailed to all known subscribers. Notwithstanding, we hear complaints that some who are subscribers have not received the Journal. The fault is with that useful but well abused institution, the Post Office, not with us! And this is to beg that all who do not receive the Journal promptly each month will please report to the publisher.

All remittances on subscription or otherwise for this Journal, may be made by mail at the publisher's risk, when enclosed in the presence of a witness (as the Postmaster), otherwise remit by money-order or registered letter.

The original plan of conducting this Journal, as first announced in the prospectus, will be carried out.

☞Does anybody seriously believe that the next Legislature will allow a school system to die by default? Does anybody seriously apprehend the possibility of our State being left without a school system? If so, we will make the following proposition: Come on, Mr. Doubter, and Mr. Faithless give us your note for subscription to this Journal, with payment conditioned on our having a school system, and you shall have as many copies as you please!

Mental and Social Culture, by L. C. Loomis, A. M., M. D., published by Messrs. Schermerhorn, N. York, is a valuable book for thoughtful people.

Sanders' Union Readers, by Messrs. Ivison, Phinney, Blakeman & Co., have recently been enriched by the addition of a new fifth or intermediate reader, of merit. These readers do not attempt to teach two things at once, nor have the publishers forced the author to feats of ground and lofty tumbling in order to conform the reading matter to the engravings.

Mistakes of Educated Men, by Prof. John S. Hart, is a practical little book, replete with weighty thoughts, characteristic of the author. Messrs. Garrigues & Co., Philadelphia.

Temperance.—Temperance is an educational power, and we are glad to see the temperance men of the State bestirring themselves. Temperance organizations are everywhere flourishing.

The Sabbath.—Organizations for the better and more general observance of the Sabbath are forming in many parts of Maryland, and should be encouraged by all true men.

Education.—Everything is education: the trains of thought you are indulging this hour; the society in which you spend the evening; the conversations, walks and incidents of to-morrow.

Suicide.—Is he alone a suicide who, in a moment, with poison, pistol, dagger, or rope, ends his earthly existence—or is he no less so who by wilful and persistent disregard of nature's laws shortens his life and brings upon himself premature decay?

"By Express."—Such express companies as the Adams' and Harnden's are great institutions. In *theory* goods delivered to them go forward by first train, but in *practice* it is different, and complaints are often disregarded.

Local Memory.—Location and association are powerful aids to memory. Many students of the Bible, for example, have found great benefit from always using the *same edition* of the Bible, that the same passage might always be found on the same page and same *part* of the page.

Wood's Primary Geography, by James Cruikshank, LL. D., is another of the too many good Geographies, which contains some valuable hints to teachers. Wm. Wood & Co., New York.

Branching Out.—The Baltimore and Ohio Railroad Company has nearly completed its branch road to Hagerstown, and the road from Point of Rocks to Washington city is progressing. The B. & O. R. R., be it remembered, with its numerous branches and connections—including its line of steamers to England, is one of the most stupendous evidences of American energy in existence.

Phonetic Spelling.—"An easy method of spelling the English language, by Joseph Medill, Chicago." This is a pamphlet of 24 pages, containing sensible reasons for a change in the fashion of our language.

Novelty Microscope.—We have received from the sole proprietor, Geo. Mead, Racine, Wisconsin, one of his pocket microscopes, which, after examination, we can recommend as very serviceable, neat and convenient, for examining various objects. $2.

☞In our next we will pay our respects to the newspapers of Maryland—*seriatim*.

☞Where does day begin? or where do the days begin?

Primary, Systematic Human Physiology, Anatomy and Hygiene, by T. S. Lambert, M. D. Wm. Wood & Co., N. Y. We are "fearfully and wonderfully made," and we see no reason why Physiology should not be studied in our schools; and here is a book containing a method of analysis and classification, both simple and complete, practical and interesting, adapted to the use of young scholars.

Be it remembered, that for the "Memory" articles in this Journal is claimed a high position among "methods of teaching;" and it is not generous to condemn any "method" without a fair trial.

Institutes.—We will pay for full reports of Teachers' Institutes.

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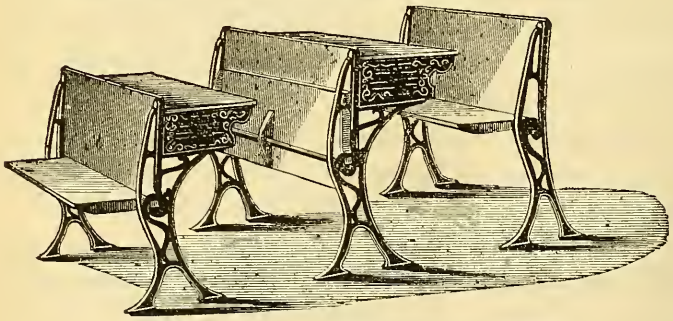

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☞See "Editorial Salmagundi," pages 218 to 221.

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The English Language.

IN a paper in the last number of this Journal we aimed to exhibit the educational power of the English language in the developing and strengthening of the critical or discriminating faculty. The aim of the present paper is to illustrate the power of our own tongue in educating the imaginative faculty also. It is one of the strongest arguments in favor of the languages of Greece and Rome, that they are so admirably adapted to the highest culture of the imagination. This is especially true of the sublimest of all languages, the Greek—the tongue which was chosen of Heaven as the vehicle for bringing down to earth the holy and ever-blessed Gospel. But although these languages, as a whole, are sublime nurturers of the noblest elements of man's nature, this is especially the case with single words, which are in themselves grand poems. It would be doing injustice to these immortal words to despoil them of their glory by the best-intentioned version; we can therefore only suggest to our classical readers the luxury of referring to their Virgils and Homers. But we will not admit that our own tongue is one whit behind these grand old tongues even in this respect. To say nothing of the fact that our own English Bible and Milton and the one Shakspeare are all the highest examples of the purest English—we have words—generally adopted ones—but sometimes pure Anglo-Saxon ones—which are the highest illustrations of the power of single words to stir the human imagination to its very depths. What a grand panorama of moral beauty does the pure Saxon word God—the Good—open up! It combines all the powers of the classical gods, but over them all casts the softening veil of mercy. We have the cloud-compelling Jove—but the ele-

ments of nature are compelled to be the ministers of Him "who feedeth the young ravens when they cry, and in whose sight not a sparrow falleth to the ground without his knowledge." We have the far-darting Apollo in the ever-abiding presence of Him "who, if I ascend up to Heaven He is there—if I go down to hell, He is there also; if I take the wings of the morning and dwell in the utmost parts of the sea, even there also shall His hand lead me and His right hand shall hold me." We have the earth-shaking Neptune in Him "whose voice hath once shaken the earth; but now hath he promised, saying, yet once more I shake not the earth only but also Heaven—and this word yet once more signifieth the removing of those things that are shaken as of things that are made that those things which cannot be shaken may remain."

In the adopted word "plague" we have a word rich not only in ethical meaning but also in poetic power. The word, in its historic meaning, denotes any very generally prevalent disease, especially the disease which to this day is found throughout the East. According to its etymological signification it means a stroke. The highly imaginative and religious mind of the Eastern people, when they found themselves surrounded by a disease that was breathing pestilence and death everywhere, beyond the reach of human art and amenable to no sanitary law, created the word "plague," stroke—God's stroke. What a depth of meaning in the word! We find ourselves in the midst of "the arrow that flieth by day and the pestilence that walketh in darkness," and look up to Heaven and say it is the "plague." We see our whole country a great battle-field—brother fighting with brother—cities burned—fields desolated—on all sides sorrow and woe—and we can only fall on our knees and meekly raise our eyes to Heaven and cry it is the "plague"—God's stroke.

The word "dilapidate"—how derived every boy that knows his Latin grammar understands very well—is an example of the same kind. We speak of a dilapidated fortune—and at once the ruins of a magnificent palace or majestic temple—as that of Jupiter Ammon or Tadmoor in the Desert—rise before us. We involuntarily revert to the time when the music of the tabret and the harp resounded through their halls and the voice of joy and revelry was heard within their courts, and as we look upon them now, "not one stone left upon another," we instinctively recall the words of Holy Writ: "But the wild beasts of the desert shall lie there, and their houses shall be full of doleful creatures, and owls shall dwell there, and Satyrs shall dance there."

The word "devastate" is equally suggestive, but transports us into a rather different sphere. It calls us away from decaying temples and mouldering palaces into fields that once "bloomed and blossomed as the rose," but which are now converted into one vast wilderness, whose solitude is unbroken save by the voice of the lion "who goeth about seeking whom he may devour," or of "the young lion that seeketh his meat from God." These examples must suffice to show that our own tongue is by no means void of the power of cultivating the imagination and moulding the poetic elements of our nature in the highest forms of beauty and proportion. N.

Anglo-Saxon and Latin Words Compared.

IN the last number of our Journal we referred to the following pairs of words: childish, infantine; boyish, puerile; womanly, effeminate; manly, virile; as illustrating the power of the English language, from its richness in apparent synonyms, to cultivate delicacy of taste and nicety of discrimination in the choice of words. We now refer to them that we may have the opportunity of comparing words of a Latin root and those of pure Anglo-Saxon origin, in point of strength, and think that we shall find the pure English words, childish, boyish, manly, womanly, more nervous and vigorous than their Latin compeers, infantine, puerile, virile, effeminate. We do not mean for a moment to intimate that words of Latin derivation have not their nice uses and their highly befitting places in our language; for language, like nature, always resorts to just such outward expressions as are best adapted to preserve and develop its inner life; but we maintain, without fear of contradiction, that English words, for the most part, convey more clearly and strongly the thoughts we wish to communicate. This arises from the organic structure of the language. Strength is the characteristic element of the English language (inherited from the German) as sublimity of the Greek, and softness of the Spanish, and melody of the Italian, and analytical nicety of the French. When we desire to express the true nature of a male child, we speak of him as a boy and his true character as boyish. Puerile is designedly used to express what is unfavorable in such a nature. Hence a man who forgets the dignity which belongs to his character and degenerates into something below his nature, becomes puerile. Man and manly are pure English words, and at once suggest strength

and power. No doubt the sense of the force of a word arises in part from association. This is illustrated by the words virile and manly. Virile is derived through "vir" from the Sanscrit word "vera," which means strength, and manly from a Hebrew word which means form; and yet whenever we wish to indicate the perfection of vigor and strength we use the word manly. We might go through with each of the other pairs of words and show that it is equally true of them that the words of Saxon derivation are the stronger and more forcible. The history of our language affords the fullest illustrations of the correctness of these conclusions. The standard English authorities are those in which are to be found the purest Anglo-Saxon words in the greatest proportion. Three-fourths of the words in Shakspeare are pure English; and even Milton, with all the license allowed the poet, uses comparatively few words that are not of Saxon origin. This is true also of all the best writers of the sixteenth, seventeenth and eighteenth centuries. The highest illustration, however, of this almost universal use of thoroughly English words, is to be found in the received translation of the Holy Scriptures. In the Lord's Prayer, consisting of seventy words, there are only two words not of Saxon derivation; and in the first Psalm, containing more than twice as many words, there are only three which can be even remotely referred to Latin roots. It could only have been that English words were the more expressive forms of conveying the meaning of the original that they were chosen; and that the discriminating power of our translators had been so thoroughly cultivated by profound study of almost all known languages that they were enabled to select the very best words for their purpose. For be it remembered that these men were the most learned men of the three kingdoms, and had been selected as translators of the Bible for the very reason that they were so profoundly versed in the various tongues. We may fairly assume it, then, as the highest compliment to the force and freshness of the English language, that conscientious men, with a knowledge of all languages, should, in the discharge of the most solemn duty which could have been imposed upon them—the making known to men the holy mysteries of the Gospel—have almost invariably selected pure English words. Nor should we forget that it was for the very reason that they were such perfect word-masters that they were able to present the sealed truths of the Holy Gospel in words, which while they are the admiration of sages and philosophers, are the daily comfort of the rude and unlettered. N.

Public Education in Prussia.

WHEN Prussia so abruptly attained a world-wide renown by her energetic and successful war against Austria, by the defiance she offered to Napoleon, and by the boldness with which she took the lead in the reconstruction of Germany, people unacquainted with the history of that country grew curious to know the cause of such phenomena. The answer is this: Prussia has paid more attention to the education of the people and to the development of public schools than any other country except some sections of the United States. The strict enforcement of the law, by which every family is compelled to send its children to school, has made the elements of knowledge accessible to the humblest and poorest. Many normal schools, carefully and strictly superintended by the Minister of Instruction and by the officers of the Board of Education, provide the country with the proper teachers for primary and common schools; the Universities furnish the teachers for the institutes of learning. Nobody is licensed to teach who has not passed the proper examinations and who has not proved, by actual trial-teaching, that he possesses facility in communicating his knowledge to his hearers.

It is the object of this article to give a general outline of one particular branch of the institutes of public education in Prussia, viz: the polytechnic schools. Our modern civilization does not altogether depend on classical learning, and our go-ahead age will not permit young men without fortune to travel through the charming realms of Greek and Roman civilization and then devote another number of years to the acquirement of practical knowledge, which is the sword with which they must carve their way through actual life. The Prussian government, therefore, wisely established polytechnic schools all over the country, one in each district at least. The expenses are defrayed partly by the parents who send their sons, partly by the district, and partly by government. The teachers are carefully selected from among those who combine theoretical with practical knowledge. The philosophical and chemical departments are liberally supplied with models, apparatus and chemicals, and constantly enlarged according to the progress in science and inventions. A candidate for admission must pass an examination, in which he proves that he is properly prepared for the studies in the lower class of the polytechnic school. When accepted, he spends one year in each of the two classes. The plan of studies is this:

Languages: German, English, French.

Mathematics: plane and solid Geometry; Trigonometry; descriptive Geometry; elements of Conic Sections; Surveying; Arithmetic and Mercantile Calculations; Algebra, including quadratic equations, progressions and logarithms; Application of Algebra and Trigonometry to solution of geometrical problems.

Physics: elements of all the branches of this science, practical applications.

Chemistry: inorganic Chemistry and such portions of Organic Chemistry as appear particularly necessary to understand the elements of Chemical Technology.

Natural History: particularly minerals, their most important applications.

Mechanics and Engineering: thorough knowledge of the elements and of those branches of mechanical technology which are of particular interest in the district.

Architecture: simple constructions.

Drawing and Modeling: pencil drawing and sketching from nature; modeling as soon as practicable; geometrical drawing: projections and construction of shades so as to be able to draw simple engines and buildings in plan and section.

Connected with each of these district-polytechnic schools, there is a class for mechanics who, having been compelled to leave common schools early, in order to learn a trade and work for their living, possess ambition enough to improve their fortunes by study. They pay a trifle for such instruction—just enough to prevent any suspicion that they are taught from charity. (Readers will remember that the public schools in Prussia are no free schools.) The teachers of the polytechnic school are obliged to teach the mechanics in the evening and such other hours as will be convenient to the scholars.

The young men, who have terminated their studies in the polytechnic school, are obliged to pass an examination, and may then begin their practical career or go to the polytechnic academy in Berlin to complete their studies. Two pupils of each school, who have most creditably passed the written and oral examination, may annually join the polytechnic academy as students at the expense of government—which pays them $20 a month besides.

The academy consists of two divisions—

1. The general technical division, purely theoretical.

2. Separate branches: (a) Mechanics, (b) Chemistry and Mining, (c) Naval Engineering, each theoretical and practical in the workshops and laboratories.

The session for each division lasts 18 months, and a student may not attend the lectures of any of the separate branches, before he has completed his course in the general technical division.

Distinguished students are permitted to spend one more year in the workshop and laboratory, after the completion of their course of three years.

The charges for students are $20 per half year, for chemists, $45. All the workshops and laboratories are most liberally provided for by government, and so is the library, to which every student has free access. The machines in the mechanical department not only serve for practical instruction, but the department offers all facilities for inventive genius. The same is applicable to the chemical department.

Having passed an examination and received a certificate, after the completion of the course, the students begin their practical career with chances of success and employment in proportion to the grade of their certificates. Some of the most talented are employed by government either in the engineering department or as teachers and directors of the district polytechnic schools. A few are sent into other countries at the expense of government, to study there and to report on anything new or interesting.

These are the general outlines of one branch of public education in Prussia, which would well repay the trouble of a thorough study.

N.

An Argument in Favor of our Present Public School System. —The most advanced pupil who has so far offered himself for admission during the present session, at St. John's College, when asked at what school he had been so far educated, answered "at the primary school in my neighborhood."

Eight to Sixteen.—It has been ascertained that among those who fall into a course of crime, nearly all do so between the ages of eight and sixteen years; and that if a young man lives an honest life up to twenty years of age, there are forty-nine chances in favor, and only one against him, as to an honorable life thereafter. This is a fact of singular importance to fathers and mothers, and shows a fearful responsibility. Certainly a parent should secure and exercise absolute control over the child under sixteen. It cannot be a difficult matter to do this, except in very rare cases; and if that control is not very wisely and efficiently exercised, it must be the parent's fault; it is owing to the parental neglect or remissness. Hence the real source of ninety-eight per cent. of the real crime in a country such as England or the United States, lies at the door of parents. It is a fearful reflection.

English History.—Richard II.

THE reign of Richard II is the topic of our present historical paper. We select as examples of a proper treatment of English historical subjects the lives on which Shakspeare has impressed his wonderful power, for the reason that the periods which his magical genius has illumined are the most distinct and life-like in the whole field of English history. There is a period, between the reigns of John and Richard II, of more than a century and a half untouched by the historical drama. In order to a full comprehension of our present subject we must briefly review this interval. The reign of John was one tissue of disasters to the interests of England. The kingdom which his father, Henry II, left strong within and mighty abroad, Richard I did nothing to increase. But the reign of John Lackland (a name derived from the fact that he had no rightful claim to the kingdom) was from beginning to end a series of relinquishments of his country's rights. In the first place he abandoned most of his French possessions to Philip, whose life of vigor and wisdom was in full contrast with his own. In the second-place, his natural boldness of character, which he had not the strength to support, involved him in perpetual conflicts with the Pope.

Henry, the third of that name, came to the throne in 1216. Melancholy as was the state of the country in its outward life during his long reign of fifty-six years, it was favorable to the development of its internal strength. His exhaustion of the country's resources and the exactions of the Italian clergy, so enraged a people who would never consent to be slaves as to force them to confine the king until the terrible abuses were mitigated and greater liberties granted.

He was succeeded by the chivalric Edward I, whose reign was distinguished by the most brilliant victories. This reign was marked by the annexation of the dependency of Wales, into which were introduced the constitution and laws of England, and by the conferring upon the heir of the British throne the title of Prince of Wales. The heroic names of Bruce and Wallace belong to this period. Edward, through the treachery of Baliol, having obtained foothold in Scotland, roused the people to such a pitch of madness, that they seized the sword and, under the leadership of Wallace and kindred spirits, fought for their liberties, battles which to this day are sung in loftiest strains of heroic verse. The plains of Scotland were drenched with the noblest blood, and the coronation stone, which for centuries had

been regarded by the Scots with religious veneration, was brought to England and placed among the tokens of conquest which still grace the walls of Westminster Abbey. But no reverses could tame the spirits of the heroic Scots, who, through the immortal Robert Bruce, transmitted to the Stuarts the glory of their country.

His son, Edward II, succeeded him on the throne. This period was the very reverse of that which preceded. This prince was unable to maintain his authority at home or to add to conquests abroad. The nobles repeatedly took up arms, and at last looked quietly on while his queen and her paramour forced the king from his throne to a bloody death in his prison.

Edward III, his successor, was the greatest prince of the house of Plantagenet. It was during his reign that the severest checks were put to the encroachments of the Roman See in England. The famous John Wicliffe, Professor in Oxford and translator into English of the Holy Scriptures, nobly seconded the efforts of his royal master. Edward increased the liberties of his subjects by granting to many towns the privilege of sending many representatives to Parliament. During this reign the number of representatives of Parliament so increased that it was necessary to divide Parliament into two houses, Lords and Commons. The rights of Parliament were at this time fixed on so stable a foundation that no power of tyrants has ever after been able seriously to affect it. In the investing of Parliament with the power of granting supplies, the English monarchy is so limited and conditioned as to afford the highest example of constitutional liberty. But while the king was thus strengthening the internal power of his kingdom, the English name was terribly formidable abroad. It was during this reign that the splendid victories of Cressy and Poictiers crowned the British arms. Calais fell into their hands and John of France was kept as a prisoner in the Tower. It was during this reign that the old story of Regulus was re-enacted on British soil—King John having returned to Paris in the hope of being able to obtain ransom and, not succeeding, went back to London and died there as a captive exile. While civil and religious liberty was making such great advancement in the hearts of the English, their mighty ally, high and glorious poetry, was most nobly represented in the person of Chaucer —the first of the great English poets, who has illustrated the power of English imagination and the English language—unsurpassed in variety of feeling and scope of subject except by the productions of Shakspeare. The last years of this illustrious monarch were embit-

tered by the untimely death of his gallant son and heir to the throne, Edward, the Black Prince.

The next of kin and heir to the throne was the son of this Prince and grandson of the great Edward, who ascended the English throne as Richard II in 1377. Why Shakspeare should have passed over the illustrious reigns of the Edwards and impressed his great powers on the comparative obscure reign of the second Richard, demands a passing notice. There are ten chronicle plays which illustrate the history of England, and of these, eight are devoted to one grand period—that of the great civil conflict between the two branches of the Plantagenet family, the houses of York and Lancaster. Beginning with the second Richard, this mighty conflict terminated in the person of Richard III. The only two reigns which stand detached are those of John and Henry VIII. But a little close inspection will show that this detachment is more seeming than real. John's reign may be regarded as a sort of prologue to the history, as containing the germinal seeds of the conflict amid the varied elements of early mediæval times; and the reign of Henry VIII as the epilogue, as representing the beginning of the new social and political condition of England in modern times. We thus have all these historical dramas as constituting one great poem, in which the poet, taking his subject from the condition of his country, has created this life-like spectacle of the fortunes of kings and princes, their joys and their woes, their high estate and their deep degradation, the pride and splendor of their lives and the tragic misery of their deaths; and with all these, the weal and glory of the nation, with its disasters and chastisement. Surely there never was such wonderful fulfillment of the wish of Milton—

> "Let gorgeous Tragedy,
> With splendid pall come sweeping by,
> Presenting Thebes or Pelop's line,
> Or the fall of Troy divine,
> Or what (though rare) of later age,
> Ennobled hath the buskin of the stage."

Although all of these historical dramas have one grand harmony, each has in itself its poetic unity. It is when we contemplate the several parts of the great whole that we are most impressed with the sense of their historical value. Taking these parts as constituting one great whole, we may look in vain elsewhere for such varied and splendid teachings of retributive justice. We see even-handed justice following slowly but surely the guilt of the wicked, and in the

history of Richard II we have the firmly-rooted dynasty first diverted from its normal course by the weaknesses of that monarch; and in that of the fifth Henry, the Lancasterian usurpation is toppled to the ground by the wars of the factions. We then follow the fortunes of the house of York in its victorious progress to its darkening fortunes, through the secret murder of the child king and the more open death of the last of the Plantagenets on Bosworth field.

In King John the imagination of the poet was greatly called into play, but in Richard II the dramatist and historian are perfectly at one. The reign opens with a picture of a state distracted by the dissensions of high-spirited nobles and bitter discord in the royal household. The king comes before us as the creature of the times. Coming to the throne at the early age of eleven, he was very naturally tempted to think that the fortunes of his house were immutable. In his youthful innocence he never dreamed that the greatest danger to his personal fortunes lay in the illy concealed ambition of his own family. It was the fortune of Richard to live at a time when royal magnificence was no security against that growth of the popular element that was making itself especially felt among the various peoples of Teutonic origin. At an early period of his reign sixty thousand people marched to London and took possession of the royal fortress. It was at this moment that he asserted his claim to his ancestral greatness by riding at the head of a small band of followers into the midst of the infuriated masses and called back his people to their natural allegiance. Now for the first time the so common mistake of rulers in surrounding themselves with unworthy favorites, began first to manifest itself. He next adds guilt to folly in ridding himself by unmanly means of his bitterest foes, which continue to pursue him through life with relentless energy, thus fulfilling the saying of the poet: "Retribution walks with a foot of velvet and strikes with a hand of steel." When the last act of tyranny had consummated his ruin, his last remaining gallant uncle attempts to touch his conscience by a most touching appeal to the memory of his father:

"I am the last of Edward's sons,
Of whom thy father, Prince of Wales, was first;
In war was never lion raged more fierce,
In peace was never gentle lamb more mild,
Than was that young and princely gentleman;
His face thou hast, for even so looked he
Accomplished with the number of thy hours;
But when he frowned, it was against the French,
And not against his friends; his noble hand
Did win what he did spend, and spent not that

Which his triumphant father's hand had won;
His hands were guilty with no kindred blood,
But bloody with the enemies of his kin.
If you do wrongfully seize Hereford's rights,
You pluck a thousand dangers on your head,
You lose a thousand well-disposed hearts,
And prick my patience to those thoughts
Which honor and allegiance cannot think."

Shakspeare, true to the instincts of that humanity which makes the whole world of kin, "makes Richard that he is a man," and by the change which chastisement works, draw out the sympathy of our hearts towards him; and as a great historian, teaches how the "power and divinity" of suffering can bring the weak and the wilful and the wicked to a better mind, and wins for them a just sympathy, so that one would fain close his history in the same spirit in which the old chronicler concludes his life: "King Richard was buried at Langley. God pardon his sins and have mercy on his soul." N.

Female Education.

IN a recent article we advocated the highest intellectual culture of our women on the two grounds of rich personal resource and utility. But this is not all. If more time were spent in the education of our women, or rather, if the time spent were devoted to the real and thorough cultivation of their intellectual natures, they would be at school growing in wisdom, and, we would fain hope, in grace, instead of being subjected, in their unsophisticated childhood, to hurtful flattery, if not destructive guile. How many inconsiderate and ill-assorted alliances for life might be prevented, if women were pupils until some maturity of thought and life had been attained, in some more substantial and healthful schools than those of coquetry and gallantry! How much bitterness in after life might be prevented by a longer and more thorough educational life in some good school! Let the minds of our women be more thoroughly cultured in all solid learning, and their tastes will be raised above the desire for mere vapid conversation, splendid coverings, tinseled adornings and glistering worldliness. But it is the farthest thing possible from our thoughts to discourage, as a most important part of female education, the culture of a taste for the beautiful. We would have the highest art minister to the taste of woman, and the most exalted poetry breathe its sweetest num-

bers into her ear, and the richest music waft her soul to those high spheres where no language is heard but that of melody. If we could we would have every school room in the land adorned with the highest creations of art, and every teacher able to breathe into the ears of his pupils the profoundest spirit of divine poetry. We would, if we could, have every lady's boudoir graced with the riches of the Pitti-Palace, and every public walk and garden in the land richer in statuary than ancient or modern times can boast. We are no more afraid of high art and true poetry than we are of profound learning and ardent piety. Woman is essentially poetic in her constitution—just let this esthetic element be so truly cultivated and wisely directed and her tastes so elevated, that she will not be tempted to stoop to the miserable caricatures that sometimes pass under the high and sacred name of poetry and art, and we shall have but little fear for the consequences. Then instead of being allured from her home for the sake of ministering to her taste in some poor counterfeit of art, she will be content to sit at her own fireside and enjoy high communion with her richly cultured spirit and refresh herself with beautiful visions such as the blind Milton saw—she may find delight in high converse with her cotemporaries, or refresh her soul with the stores of knowledge and beauty of the great living Past. Women as well as men are essentially pleasure-seeking creatures, and they will find it somewhere. If their minds are not well cultivated and their tastes elevated, they will seek it amid the glare and din of the great world's life. On the other hand, if their thoughts are well trained, their minds well stored, and their hearts well cultivated—the sweets of home, the quiet of domestic life, and the gentle offices of the family will be their highest pleasure as well as their holiest duty. The word home will have acquired a new meaning for woman, for it will be a word rich in all innocent pleasures and fraught with something far higher than the frigid conventionalities which wither the soul. What a position does every woman who is prepared for her mission and who is true to herself and her mission occupy! Her dominion is more than imperial, for it is the great dominion of a loving heart over tender and susceptible souls. How pure is the atmosphere which surrounds such a spirit! Who would think of intruding in an unhallowed temper within such an enclosure! An enclosure—around which stand no armed sentinels as guardians of its peace and defenders of its sanctity—but at whose portals sits white-robed innocence, and over whose roof hover the holy watchers of all pure and beautiful souls, and within whose sacred precincts loving hearts beat peacefully and gentle voices give forth sweet and happy utterances. N.

Memory.—No. 6.

(See Fundamental Basis or Key in July number of the Journal.)

LL who read this will please to remember, and not forget, it is asserted, that by this method pupils may pleasantly acquire in an hour what could not be acquired without it in days of toil, if at all. If time is valuable, this fact alone commends the subject to the serious consideration of all who wish to make the hours which the pupil spends at school the most profitable.

A few additional Latitude and Longitude formulas are presented.

The study of this system both improves and lessens the labor of memory. No one book adapted to school use has yet been "manufactured." The aim of these articles is to attract attention to a want in this particular.

LATITUDE AND LONGITUDE—(CONTINUED.)

A doubloon used as a bribe might quiet a
DUBLIN .....LAME WATCH
A green witch might slide through a key hole and disturb a
GREENWICH .....LADY
Holy folks as well as others sometimes listen to a
HALIFAX .....RARE CHIME
A niece's smiles have been known to cure or
NICE.....WARM (the) SICK
A Plague may sometimes trouble a
PRAGUE.....LAZY TAR
A War sorrow is felt by a soldier who sheds tears in the
WARSAW.....LONE NIGHT
Sure riches cannot be held on earth, when we see the
ZURICH.....WORK (of) ENVY
A poor dean would have no occasion to
ABERDEEN .....LOCK (his) WINE
Amen is sometimes said by those who make
AMIENS.....WAR (on) SIN
An oyster can should not be emptied on a
ASTRACHAN .....RICH RUG
Eight hens may be fed by the
ATHENS .....MOGUL'S SON

Banners float in the breeze on days of
BENARES.....ANNUAL FAME
A bare line has often sent a felon to his
BERLIN.....SULLEN DOOM
Babbling is not a commendable quality in a
BABYLON.....WOMAN OF WARRIOR
A cashmere shawl as a present would not make
CASHMERE.....MAMMA CRY
A dressed hen may have been bought at market by the
DRESDEN.....LAD TOM
A done kirk is one pulled down by a mob led on by a
DUNKIRK.....WILD SON
The Gallows has been the end of many a
GALWAY.....SOLEMN SPY
A gent sometimes sings a song merry and
GHENT.....LIGHTSOME
The *vail of a lady* lost in a crowd may be restored with a
VALETTA.....SMILE (to the) DEAR
Weary crews on our western rivers often
VERA CRUZ.....WOOD UP (on the) BEACH

Special attention is called to the ingenuity of these formulas, and their homophonic analogies. Many of the sentences contain sound truths or state important facts, besides showing the latitude and longitude. With these additional examples we pass to other matters for the present.

REMARKS.—Inferring, from the fact that we have not yet received a single letter from any source about these Memory articles, that there continues to exist a great want of faith in the minds of many, we desire to add a few remarks by way of reminder. Robert Fulton was denounced as "*a confounded humbug!*" and so was his steamboat; even after it had walked the water like a thing of life without oars or sails in the presence of an immense crowd of people—even after they had seen the wheels move, the jets of snow-like steam, the clouds of black smoke, and heard its coughing. And after it had reached Albany, even the friends of Fulton persisted, *notwithstanding* its success, in declaring the great discovery to be a visionary scheme, destined never to succeed! But what of the steamboat now? What would be the condition of the world without the steamer? And what adequate reward has Fulton or his family derived? Where shall we find the

place where the gratitude of mankind has erected to the genius of the great Fulton a monument commemorative of his immortal discovery? Where is it to be found? Is it in his native land—in the glorious and flourishing country which gave him birth? Is it in England, Ireland or Scotland? No. Is it in Russia, Austria, Holland, France, Portugal or Spain? No. Is it in Italy, in——— But something *there* catches the eye on the blue horizon. Let us approach and see. A colossal statue of bronze delineates its huge outline upon the azure of the sky; it stands upon the road of Bologna which conducts to the lake Majora, its pedestal is forty-six feet high! and the entire altitude of both statue and base is one hundred and eleven feet!! Let us approach this gigantic monument. It has doubtless been erected to commemorate some wonderful event in the life of some great benefactor of mankind—perhaps of Fulton himself. Let us approach and read the golden-lettered inscription:

"TO THE MEMORY OF
ST. CHARLES.....BORROMEO!!..."
"FOR HAVING.....
.....SWALLOWED A SPIDER!!*

We have thought this episode or digression necessary to arouse the attention of the reader. Hereafter we will continue to show the ingenious application of this system to other subjects. Mnemotechny will yet prove its value!

VISIBLE SPEECH.—An English paper says: "A gentleman of Edinburgh, Mellville Bell, after twenty years' study has prepared a means of writing *sounds* so as to be universally legible, *i. e.*, of expressing sounds to the eye with the same precision as the mouth conveys them to the ear. This method has been tested by a professor of modern languages, in Paris, and of Persian in Edinburgh. The *British Standard* says the Paris professor tested the applicability of this system of phonetic symbols to represent the peculiar sounds of the French, Italian, Spanish and Portuguese languages. The writing was deciphered with vernacular correctness by readers who were not present when the words were written.

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* From the introductory lecture of Professor M. Fauvel-Gouraud, who explains that this monument was erected to a priest who inadvertently swallowed a venomous spider which had accidentally dropped into the chalice at the moment of consecrating at mass.

Public Instruction.

NOW that it is decided that the system of public instruction shall be amended, it may not be inappropriate to call attention to a few points that experience has shown require a change, with a view to invite consideration and discussion thereon, previously to the meeting of the Legislature.

1. A uniform set of books all over the State is not an essential feature to the successful education of our children. It rather fosters a principle of speculation, requiring, perhaps, in some cases a "*douceur*" to get a book adopted. There are many most excellent text books now published, and it is very difficult for even experienced teachers to decide which is the best; but in the same city and county the books might be uniform with advantage.

2d. The pay of teachers must be better, or good schools will be too much of a mushroom kind. Teachers should be paid by their grade of ability as certified to, on examination, and not by the number of pupils that they may happen to have. It makes a teacher too dependent upon gratifying the whims of the children or parents; and in a sparsely settled neighborhood the best teacher in the State could not get a large school, and would have to take more meagre pay than the poorest in a better settled district.

3d. All the school fund should be appropriated to the use of the common public schools, yet for the encouragement of meritorious students of either sex State scholarships should be established as prizes to be awarded by a disinterested committee to each county according to population. These certificates of scholarship to be paid yearly by the State, to any school, academy or college, named in the law, that may impart *bona fide* the necessary higher education. This would avoid that favoritism that sometimes governed donations to schools, and allow parents to send to that school that labors most for the good of "State scholars."

4th. Supervision, in the sense of office-making, is an unnecessary expense. The teacher of a public school, if he is, as he ought to be, a competent man, needs no more overseeing than the teacher of a private school. All we absolutely need is, three intelligent gentlemen as a Board of Education and Examination, whose certificates of competent education should be sufficient for the life of any teacher to whom it may be granted. To examine a practicing physician every two years would be about as good a thing as examining teachers bi-annually.

5th. One Commissioner for each county would be sufficient. He could appoint for each school such person as the parents sending to school may in writing request, if in possession of a proper certificate of competency from the State Board of Education and Examination. He should also report annually to the State Board the condition of the schools and the progress of education. Nothing more in the way of Commissioners, Visitors, Trustees, Presidents, Inspectors, &c. are in reality required. Teachers and Commissioner could do, perhaps, all their business by mail.

6th. Every teacher should report, according to some printed and uniform plan, all the facts in relation to his school that are really valuable and no more, to the County Commissioner quarterly, who on receiving it and finding it correct, should remit a draft or order to him for the amount due him. All other duties, such as riding over the whole county, and spending one-half hour in each school—or trying petty cases—or seeing that each teacher has a republican form of government—or examining the children in some of their studies, is as valueless as it is costly.

7th. For Baltimore city a sufficient number of Commissioners should be appointed by the Board of Education and Examination, to carry out properly its present system. In all other respects it might be left as it is, except the removal of all those partisan teachers who were appointed for no other reason than that they could take the *iron oath.*

8th. Each county should have the privilege of arranging all the details of the system of public instruction to suit its own peculiar wants: fix the vacations,—the plan of school houses,—the hours of study,—and use the text books most preferred. It must be a poor teacher that could not teach from any of our present excellent series of school books of every kind. The State, however, should in every case furnish the books and stationery, as otherwise many children would be poorly provided. A county convention might be called by the Commissioner to determine on all undefined points in the new school law we are to have. All expenses whatever that belong to the school system should be paid by a State tax, county tax, and the school fund as now established. Every county should be required to levy annually not less than some fixed amount for the repairs and building of school-houses and the support of the schools. This judiciously expended, and with few expenses of regulating and managing, would give us a system just the kind the whole State wants. It will not do to raise all the funds for the support of schools by a *State* tax, because it would be too unequal in some places. T. L.

Discipline.

(Read at the late Baltimore County Teachers' Institute.)

IT is not necessary to enlarge upon the absolute importance, the indispensable necessity, of maintaining discipline in the school room. These propositions appear to be self-evident. Neither to insist upon any particular mode of discipline as a certain guide to any, inasmuch as the correctness and efficiency of any method whatsoever, is wholly dependent upon the character and condition of the pupils, and the nature of surrounding circumstances.

The Latin word *disciplina*, from *disco*, to learn, is the origin whence comes discipline, meaning cultivation, education and improvement. Webster defines it as comprehending "instruction in arts, sciences, correct sentiments, regulation of practice, morals and manners, and due subordination to authority." Its synonyms are government, correction, punishment, chastisement, &c. Under the head of discipline come the forming of habits of order, self-control, obedience, civility, love of truth and reverence for what is good and great. All but the mere outward forms of these is beyond the power of direct teaching; they are imbibed by the silent influence of example. *The influence of example!* This simple sentence embodies most forcibly the immense importance, to teachers, of *self*-government. This is, indeed, the foundation, corner-stone and cap-stone of all true discipline. No one is capable of swaying and guiding others who does not govern himself—

> "O'er wayward childhood wouldst thou hold firm rule,
> And sun thee in the light of happy faces;
> Love, Hope, and Patience, these must be thy graces,
> And *in thine own heart* let them *first* keep school."

The majesty of true greatness shines forth most splendidly in acts of self-command; in victories won by men *over themselves;* silent successes; secret conflicts. Honor to every conqueror in such a warfare! They come forth from the contest self-ennobled. The man who has subdued even an evil or ungentlemanly habit is exalted in his own esteem. He immediately feels a sense of self-reliance; and he who can rely upon himself as a moral agent is more than a match for the world, the flesh, and the devil. Now, with some knowledge of human nature, he is ready and able to become a true disciplinarian—i. e. a genuine *leader;* by force of example, by true understanding, by an

earnest, ready sympathy. His will be the leadership of love. He will not be likely to indulge in that too severe discipline, which most parents, as well as pupils, incline to think not at all desirable. "The child instinctively respects and reverences what it sees others respect and reverence; above all, the unselfish affections are called forth only by the breath of affection from without." This idea was fully appreciated by "ye jolly old pedagogue," of whom we read, that, "he sang every night as he went to bed, let us be happy down here below."

"He taught his scholars the rule of three,
Writing, reading, and history too:
He took the little ones upon his knee,
For a kind old heart in his breast had he,
And the wants of the littlest child he knew;

To the stupidest boys he was ever cool,
Speaking only in gentlest tones;
The rod was hardly known in his school—
Whipping to him was a barbarous rule,
And too hard work for his poor old bones;

Besides, it was painful, he sometimes said,
'We should make life pleasant, down here below,
The living need charity more than the dead,'
Said the jolly old pedagogue long ago."

The merits of the law of kindness, as a moral agent, are better understood now, however, than they were fifty years ago. The rod, as a means of discipline, has been almost entirely banished from our public schools—the cat-o'-nine-tails from our army and navy—flagellation and chains from our lunatic asylums, and few will deny that these changes are rather salutary than otherwise. Still, both teachers and parents complain of an increased unruliness on the part of children of the present day. As it is only in storms, and when their coming waters are driven up into the air, that we catch a glimpse of the depth of the sea, so it is in seasons when the passions shake the soul of childhood, that we realize the depth and structure of its internal nature. And there is an entire absence of discipline, or extreme laxity in the exercise of that system, which fails to seize upon and direct these genuine outbursts of nature into a channel where they shall serve as instruments for good rather than agents of evil. As that most excellent counsellor, Mrs. Hannah More, says: "It would be well if we would reflect that we have to educate not only rational but accountable beings. * * * In training them should we not carefully cultivate intellect, implant religion, and cherish

modesty?" Then we know, too, that the little beings that to-day totter in our daily path, or crowd our streets, or frolic on our greens, are the legislators, the divines, the warriors, the writers, the wives and mothers of to-morrow. How important, then, that their discipline be on the side of virtue! that these youthful minds and hearts should be instructed and encouraged to put forth all their strength and ardor in curbing evil propensities and desires; in condemning error wherever and in whomsoever met; to give aid here, and a cheerful word there, striving in all things to "overcome evil with good." Is not this the true end of all discipline? Sir Walter Scott says: "We shall never learn to feel and respect our real calling and destiny, unless we have taught ourselves to consider everything as moonshine compared with the education of the *heart*." How many are there who cultivate the mind at the expense of the heart, the heart at the expense of the head, or mind and heart together at the expense of health?

"Thus men go wrong with an ingenious skill;
Bend the straight rule to their own crooked will."

Had I entered upon a disquisition concerning discipline, I should have endeavored to show how an efficient system of domestic discipline, in harmonious combination with that of the schools, is necessary to a full devolopment of man to his highest earthly condition—made meet for a companionship with angels; brought up from that human degeneracy to which we have fallen, back, through a course of disciplinary treatment, to that purity, intelligence and glorious vitality, which characterized man in the golden Eden-days of his existence. But we have dealt in generalities, and will conclude by saying that, after all, "the discipline of *events*" is the rough physic prepared by Providence to meliorate the temper, correct the offensive petulancies of youth, and bring out all the energies of the finished character.

Afflictions soften the proud; difficulties push forward the ingenious; successful industry gives consequence and credit and develops a thousand latent qualities. There is no malady of the mind so inveterate, which this discipline of events is not calculated to cure, if life were long enough; and shall we not hope that He, in whose hand are all the remedial processes of nature, will continue the discipline, in another state, and finish the imperfect man.

Too True.—It is stated that if the sale of intoxicating liquors could be stopped, our penitentiaries would soon be empty.

Grammar.

THE article on Grammar, published in the August number of the Maryland Educational Journal, is well worthy the serious consideration of teachers.

For some years, I occupied a position which rendered me an unwilling grammatical critic over persons whom I knew to be my intellectual superiors; and I am free to confess, that, "many a time and oft" I was greatly perplexed in the performance of my duty. When confounded (as was often the case) I sought for aid in various improved grammars, but in the end was generally unsuccessful. It is true, these improved works furnished me with numberless puzzling rules, scores of confounding examples, and many pages of pedantic twaddle, showing the why and the wherefore, which, in not a few instances, were as clear as mud. On the whole, after hours of research, I had to give up in despair, as ignorant on the points about which I sought information as I was before consulting the books. In self-defence, therefore, I determined to make a grammar of my own, which, although not as correct as it ought to be, served me then and does so at the present. I find it answers my purpose, and I doubt not if it were adopted in all schools it would prove a valuable auxiliary to the teacher. I say this without egotism.

My plan, (which, if I am ever pecuniarily able, I intend to publish,) is as follows:

I take a complete sentence, containing one word of each of the nine parts of speech. This I call a key sentence. Each word is a key word. I vary this sentence so as to show how each word may be used in its person, gender, case, number and tense. I have no parsing. I consider that it is unnecessary to know why a word is in a certain place, but that it is necessary to know that it is in the right place. By having this key sentence memorized, any sentence or part of a sentence can be put in comparison with it in its various forms. If it does not correspond, it is wrong. If it does correspond, it is right. What more then is required? If, therefore, a reader or speaker wishes to know whether a sentence or word is correct, let him become acquainted with the manner in which it is used. If it is in the nominative, possessive or objective case, his key sentence will tell him; if it is singular or plural; masculine, feminine or neuter; if it is in the past, present or future tense, his key will show him at a glance. It is easy, by a little blackboard exercise, to impress upon the minds of

the young, all the important points in grammar. Simply illustrate it and give key words, as *John*, for a proper noun, *man* for a common noun, *swarm* for a collective noun, *hearing* for a participial noun, *bark* for a verb, *lamely* for an adverb, *hark!* for an interjection, *good* for an adjective, *them* for a plural pronoun, *you* for a simple pronoun, *and* for a conjuction, *to* for a preposition, &c. By blackboard exercise exhibit sentences placing those words in their various proper positions, and then teach that all similar words used where the key words would make sense (if placed in their stead) must be used in the same way.

A few simple rules, and blackboard exercises, will give any ordinary person as complete a knowledge of grammar as is necessary.

All grammars that I have perused seem to lack proper comparisons, and the only way to prove a wrong is to place the right in juxtaposition. By my system this is done in so plain a way that the dullest mind can discover which is correct and which incorrect. Nothing makes a truth more manifest than to place it in opposition to falsehood. No system to correct our false syntax can be perfect unless it gives, in bold relief, a comparison between the genuine and the spurious. Every reader who peruses this article will never forget the fact that loudly is an adverb, if he impresses it upon his mind that adverb means to a verb, and that loudly will make sense if the verb speak is placed before it, speak being a key word for all verbs. R. D'U.

Connecticut.—We may well congratulate ourselves here in Maryland and West Virginia on our school status, when we find in the annual school report of that State for 1867 such items as these, referring to different schools:—

"*Berlin.*—We observe with alarm that in some of our school districts not one-half the children between four and sixteen are in school any part of the year. *Canton.*—Five out of the eight school houses are a disgrace to the districts in which they stand, and a source of mortification to every enterprising citizen in the town. *Lyme.*—No well regulated and respectable families would have such seats for their children at their homes, where they sit only a little while at a time, as they require them to sit upon for hours at school; and many a man's barn is better fitted for its purposes than the place of learning is for the education of children." And, says the Massachusetts Teacher, Connecticut is not the only State in New England that needs new educational life.

Correspondence.

Teachers' Pay.—An excellent live teacher, and a christian, gives the following reason for not having yet subscribed to the Journal. Who will offer a good position to this man? But read:

"Freely can it be avowed, that I am not conscious rebuked for not having subscribed to your valuable journal. But if you knew how industriously I have struggled to keep my family of five persons comfortably fed and clothed upon $450 per annum, and failed; with no self-chidings for rum, or tobacco money wasted; and not a second woolen suit, or overcoat for protection against the 'wintry winds,' you would excuse and not attribute the failure to neglect, but to poverty. Keep a set of the Journal for me—perhaps in November the money can be spared."

Moral Suasion.—Reading the article in the October number of the Journal upon the "Religious Question in relation to our Schools" reminded me of an incident in my early career. At the period to which allusion is made, it was my good fortune to occupy a school not a hundred miles from Little Creek Landing, in the State of Delaware. Then, as now, my daily practice was to open the exercises of the day by reading a portion of Scripture, in which all pupils who could read readily, joined, taking verse about. This was done without comment of the slightest kind. A beautiful girl, of some eleven summers, was confined after the evening session, to make up some deficiency. As her playmates, one by one, were dismissed, her dark orbs almost flashed their light, her thin lips became rigidly compressed, and finally bursting into a paroxysm of expressed passion, she violently threw her books into the desk, closed the lid with slamming noise, and cried bitterly. Long ere this, I had acquired much patience. My reasoning powers, as I sat, not an unmoved spectator, were not only apparently lost, but unheeded. Her rage, it may aptly be termed, knew no bounds. She had turned her back toward me, and in my slippered feet, noiselessly, I stole close to her side, unperceived, and whispered in her ear "Flora, God sees you." The effect was electrical; the passionate outburst gradually subsiding into a long drawn sign; and before the unnatural heaving of the chest ceased, she opened her desk, drew forth her book, and commenced the allotted task. This was God's work. The opportunity for *moral* instruction was improved, although, from the lateness of the hour, the recitation was not *then* exacted.

A. S. M.

INSTITUTES.—It is pleasant to hear that there is an anxiety to learn, through your columns, something of the proceedings of the Teachers' Institutes that have been lately held in our State. It would be still more pleasant to hear that there was a demand on the part of teachers for the Institutes themselves. Your whole magazine would not contain the particulars of a single day's work, and mere generalities are both uninteresting and unprofitable. The State Superintendent has been prepared to hold (in person or by deputy) a Teachers' Institute in every county of the State, whenever called upon by the proper authorities. No demand for an Institute has been made from Carroll, Frederick, Allegany, Prince George's, Charles or St. Mary's. If the teachers of these counties want one, they should apply to the County Board, who will doubtless yield to their request. It has been gravely stated as a reason for not holding an Institute in certain counties, that the teachers were not sufficiently prepared for it. It would hardly be considered a good reason for a man's not sending for a physician, that he was not *well* enough to take medicine. Teachers have a right to one week in every year for the purpose of improving themselves; should they not claim their rights? It is the duty of the County Board to call the teachers together for this purpose; should they not do their duty? N.

Local School Intelligence.

In Cumberland, the second city in Maryland, there has not until now been any school house worthy of the name, besides the Catholic Institutions, and a small building known as the academy. A noble building has however just been purchased and fitted up in good style, in which a free school of 600 pupils is now in successful operation. So much to the credit of our present school system, and thanks to the School Board of Allegany county. We may hereafter present fuller particulars of this building and its surroundings.

PRACTICAL.—Authentic statistics show that there are in the United States seven hundred thousand pianos, which at $300 each would endow colleges, build school houses, provide libraries, feed the hungry, and furnish the Bible to the whole world! Again, among the *unnecessaries*, there are in the U, S. at least 15,000 church steeples, costing on an average $700 each; what an amount of good might not all THIS money do?

For the Young Folks!

☞Theophilus Thistle, the successful thistle sifter, in sifting a sieve full of unsifted thistles, thrust three thousand thistles through the thick of his thumb. Now if Theophilus Thistle, the successful thistle sifter, in sifting a sieve full of unsifted thistles, thrust three thousand thistles through the thick of his thumb, see that *thou*, in sifting a sieve full of unsifted thistles, thrust not three thousand thistles through the thick of *thy* thumb. Success to the successful thistle sifter.

☞A little boy in school being called up to receive punishment, pathetically exclaimed, "Oh, Mr. B., don't, *please* don't, I'll give you *five cents* if you won't."

Object Teaching.—Perhaps no subject connected with schools is so little understood as object teaching. For example, the spirit of true object teaching—which has been practiced for many years by successful teachers—does not necessarily in all cases require visible objects to be placed before the eye of the pupil. It consists in that *abundance of illustration* which is ever necessary to explain. Object teaching is introduced into every branch of study from the alphabet upwards. Every letter, every word, every sentence requires it, and the teacher who is most fertile in illustrating becomes the most successful.

Editorial Salmagundi.

Sunday School Convention.—Early in December the Annual Maryland State Sunday School Convention will convene in Wesley Chapel, Washington city. These Sunday School conventions may be profitably attended by the day school teachers.

"Haney's Guide to Authorship," Haney & Co., 119 Nassau street, N. York, contains many practical hints to all who desire to engage in any kind of literary pursuit, for pleasure or profit.

Too True.—Congress assists by law the cause of king alcohol, by which poor houses are filled with paupers, prisons with criminals, and the gallows furnished with victims. "*Take a drink*" will soon usurp the place of *E pluribus unum*, *&c.* In France 'tis said that her forty millions people drink a thousand millions gallons of wine annually, and yet there is not so much drunkenness there as among the three million Yankees of New England!

VOCAL MUSIC.—Mr. J. E. Hopkins is in the State successfully engaged in teaching singing classes, with special reference to sacred music, congregational singing, &c. His system of instruction is one of exceeding simplicity, yet it is thorough and comprehensive, leading the pupil by progressive, yet rapid strides, from the first principles of the art to the execution of ordinary music at first sight, by note.

☞Never mind snarling critics. Only do right, and march on.

☞WHO says *leetle* for little, *arter* for after, *reether* for rather, *sass* for sauce, *sass-her* for saucer, *hit* for it, *sich* for such, *taters* for potatoes, *histe* for hoist, to raise, (*histe* the window!) *spile* for spoil, *bile* for boil, *fur* for for, *skeered* for scared, *git* for get, *set* for sit, *yander* for yonder, *shet* for shut; *eend* for end? *Whar's* the schoolmaster?

FUNNY.—For teachers and others to stand aloof and wait to see whether an educational journal will succeed before vouchsafing the aid of their own subscriptions, and influence.

☞Man proposes, but God disposes. Truth is mighty and must prevail. Knowledge is power. The deepest streams run silently. Content is the true philosopher's stone. That which is to become great must begin in small things. A soft answer turneth away wrath.

☞I believe it was Charlotte Bronte who said she thanked God for the ability to keep silent when she had nothing to say. It would be well were her happy art more appreciated and practiced.

☞We welcome the Pennsylvania Educator, published at Williamsport, among our exchanges. We cannot but commend this sterling educational journal. It treats practically, and with a great deal of sound sense, educational topics, and is an interesting paper even to the general reader.

THE WORLD.—Shakspeare said "all the world's a stage, and men and women merely players." Everybody thinks everybody else a dunce. There is a sad want of *appreciation* in the world. Few, as St. Paul advises, think others better than themselves. The world is run mad with a scramble after selfish enjoyment. Wealth and poverty, arrogance and humility elbow each other. All are grovelling after transitory things. If some essay to rise, others are ready to pull them down. But few strive by patient labor to reach the summit of fame.

"Heavenly Echoes," by C. M. Tremaine, 481 Broadway, N. Y., and "Fresh Laurels," by Wm. B. Bradbury, N. Y., are too new books, with charming additions to our Sunday School music.

"The Sunday School World," monthly, at 50 cents a year, by the American Sunday School Union, is a paper that should not only be read by every Sunday School Teacher, but by every family in the land.

"The American Messenger," monthly, at 25 cents a year, by the American Tract Society, is a publication literally worth its weight in gold. It will do you good.

THE TEMPLE CHOIR, a new, extensive and attractive collection of church music, complete in all its departments, presenting a large number and a great variety of new tunes, anthems, and other set pieces, with a complete singing school department. By Theo F. Seward, assisted by Dr. Lowell Mason and William B. Bradbury. Mason & Hamlin, N. Y.

"Harper's Writing and Drawing Books." We hope our readers will make a trial of these books. The idea is a new and an excellent one.

"DICTATION EXERCISES," by E. M. Sewell and L. B. Urbino. New York, Leypoldt & Holt. Dictation exercises are almost indispensible in order to acquire the ability to write and spell correctly, i. e. to spell correctly in writing, and here is a book of nearly two hundred pages admirably adapted for the purpose.

"GRAMMATICAL DIAGRAMS DEFENDED AND IMPROVED," by F. S. Jewell—A. S. Barnes & Co. Designed to supply what has seemed to be an existing want in Clark's treatise on same subject. 200 pages Ingenious and useful. Any efforts to redeem the study of English Grammar from its old-time restrictions should be fairly tested.

A LATIN READER, with an epitome of Latin Grammar and a vocabulary—200 pages—by Wm. B. Lilber. Barnes & Co., N. Y. Designed to be a work complete in itself for those who do not "drink deep" of the Pierian spring.

Our Maryland Exchanges.

"The Weekly Courier," Baltimore, is a very creditable large literary and news journal at $2 per annum, which deserves a liberal patronage.

"The Masonic Review," by Richardson & Co., and edited by a glittering array of masonic lights, is one of the most promising masonic papers published anywhere. Baltimore, weekly, $4 per annum.

"The Common Sense," Ellicott City, by Dr. P. Unger, is a new enterprise which we hope will succeed, if true to its name, as "common sense" is a useful commodity in the world.

"The Cumberland Union" has been reconstructed under control of Messrs. Mattingly & Steiner, and is now quite a creditable paper.

"The Educational Advertiser," Hagerstown. Full of fun, fact and philosophy; neat, noticeable and wide-awake.

"Southern Society" and "The Southern Home Journal," are two first class weekly literary and news journals, just commenced in Baltimore. Success to both.

"The Baltimore County Free Press," Towsontown, by E. F. Church. Brother Church, if he does not know how to "keep a hotel," certainly knows how to get up a good paper, and he does it.

"The Marlborough Gazette," Upper Marlborough, by Geo. W. Wilson, is a live newspaper, and one of the few in the State outspoken in favor of a school system.

"The Hagerstown Herald and Torchlight" is a hebdomidal that would do credit to anybody or any place—large and well printed.

"Somerset Herald," Princess Anne, T. S. Hodson; a spicy and creditable county paper. Same may be said of the Boonsboro' Odd-Fellow.

"The Civilian and Telegraph," Cumberland, by Wm. H. Lowdermilk, has recently been enlarged to the octavo form and fitted with new type.

"The Democratic Alleganian," Cumberland, W. E. Weber, is a very neatly printed sheet.

"The Maryland Journal," Towsontown, is a well printed and well edited paper, which we did not know existed when we christened our Journal so nearly of the same name.

Besides the above, the following are all creditable local county papers, viz:—Ægis and Intelligencer, Belair; True Marylander, Princess Ann; Citizen, Centreville; Gazette, Easton; Times, Port Tobacco; Calvert Journal, Prince Frederick; Howard County Record, Ellicott City; Comet and Advertiser, St. Michaels; Prince Georgian, Upper Marlboro'; Odd-Fellow, Boonsboro'; Record, Gazette and Baptist Visitor, Newtown; Journal, Easton; Valley Register, Middletown; Day Star and Gazette, Annapolis; Herald, Cambridge.

Publisher's Notices.

☞NOW that schools have opened again, and teachers are at their posts, we hope our subscribers will all endeavor to get others to subscribe.

All remittances on subscription or otherwise for this Journal, may be made by mail at the publisher's risk, when enclosed in the presence of a witness (as the Postmaster), otherwise remit by money-order or registered letter.

We respectfully request those friends who sent us lists of subscribers during the past spring, to do us the favor to see that all pay their subscription. Names, without money, are profitless; and we received in good faith the lists of names sent us as being responsible.

☞Specimen copies of this Journal will be mailed free to all who wish to subscribe, or who will act as agents to procure subscribers.

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DEVOTED TO

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EDITORS:

REV. C. K. NELSON, D. D., ANNAPOLIS.

Vice Pres. St. John's College, and Pres. State Teachers' Association.

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MARYLAND

EDUCATIONAL JOURNAL,

A SCHOOL AND FAMILY MONTHLY.

VOL. I. BALTIMORE, DECEMBER, 1867. NO. 8:

A SKETCH

Of the Life of the Rev. JOSEPH SPENCER, D. D.

IF the purpose of the biographer be only to please or divert the mind of the reader, he should select as his subject that life which affords impressive dramatic incident and striking tableaux.—The nearer such lives approach those of the fictitious heroes of the play or of the romance the more entertaining will be the details. But if the purpose be to instruct rather than amuse, then it would seem that the lives of common men, such as we meet in our daily walks, would better answer the end proposed. The very great or the very good, and to these may be added the very vicious. are so exalted or so debased that they seem to be things of another sphere, and of them we habitually judge by a different standard from that by which we measure ourselves. We do not draw our best lessons in the art of living from reading the lives of the "lights of the world and demi-gods of fame," but from the biographies of men cast in the same mould with ourselves. From their virtues and their vices, from their successes and their failures, from their joys and sorrows, from their petty struggles and their equally petty triumphs—from the low comedy and not the high tragedy of life, do we get our most useful instruction.

The subject of this sketch was a man not widely known, nor highly distinguished among his fellows for any great act or notable thought; but one who simply performed his part faithfully and well, as many have done and will continue to do to the end; one who struggled with no wonderful success, but such success as men usually meet, against adverse circumstances, and internal weaknesses; one who had many virtues and as many faults of character, the first of which he strived to cultivate, the last to correct; one who was simply a good and useful man.

The ancestors of Joseph Spencer emigrated from England, and settled in Talbot county in the latter part of the seventeenth century. They were well connected in the old country and were people of substance. They purchased land upon Miles river, which remained in the family until a recent date, and is yet known as Spencer Hall. Joseph, one of a large family, was the son of Richard Spencer and Eleanor Hopkins, and was born at "Beverly," near St. Michael's, March 21, 1790. His parents seem to have had a high appreciation of the value of education, and gave to all their children those advantages which the county then afforded, and to some of them academic and collegiate training. The "scholarly name of Spencer" was not unworthily borne by several members of this family, who in the primitive state of society of 60 years ago, or in the yet underlife of the far west, showed a fondness for books and intellectual culture. One of the same name and family, Hon. Richard Spencer, son of Col. Perry Spencer of Spencer Hall, was the author of what is known in our State as "Spencer's School Law." He is now a resident of Alabama, and a gentleman of fine abilities and attainments. Joseph received his first schooling in the neighborhood school-house from a Mr. Stevenson, and then from a Mr. Cross; (the writer loves to record the names of these pioneers in teaching,) but at the age of thirteen he was placed under the tutelage of a Mr. Thomas Sullivan, at the Trappe, a teacher who has left a good name behind him for efficiency and thoroughness. From this gen-

tleman Spencer derived those seeds of the desire for higher culture which afterward so beautifully flowered and so richly fruited. In his fifteenth year he was removed from school, and placed in his father's ship-yard. But, though faithful to his work, from the first he showed impatience, and often expressed to his mother his preferences for intellectual pursuits, and his desire for a classical education. He however did not dare approach his father, who was a stern man, absorbed in business and burthened with the cares of a large and growing family. While he continued at his trade, every spare hour was devoted to the few books which his small allowance enabled him to buy. The secret persuasions of the mother, and the devotion of the boy to study, won on the father to consent to Joseph's leaving work for school. An allowance was granted to him which with the assistance that good mothers know how to give ambitious sons without touching the parental store, enabled him to go to Philadelphia, and in the year 1809 he was entered at the celebrated school of Drs. Wiley and Gray. Here he commenced the study of the Latin and Greek, and also of the Hebrew. It does not appear that his purpose then was to prepare himself for the ministry. That he made rapid progress we know, from this among other circumstances, that he was soon enabled to conduct a correspondence in Latin with a fellow pupil who had removed to St. Thomas. He remained in Philadelphia until 1812, when he left school, receiving from his distinguished preceptors testimonials of a high charater for scholarship and correct deportment.

Being now thrown upon his own resources, like a large number of young men who propose to adopt some one of the so called liberal professions, but have not the means to complete their education, he resorted to teaching, while he should fit himself for holy orders.

In the year 1812 or '13 Spencer opened a school in Baltimore. He appears to have met with but indifferent success, for in the year 1813 we find him in charge of an academy at Milford, Delaware. In 1814 he married a Miss Francis

Matchett, of Baltimore, to which city he returned and opened a school. Here he remained until the year 1816, when he was elected assistant in the Episcopal Academy, Philadelphia, an institution which is still in vigorous and useful existence. During his incumbency here he pursued his theological studies under Bishop White of sacred memory.—In Philadelphia he lost his wife. He again went to Milford to take charge of the academy, and remained there till 1820. In 1819 he received holy orders. Having been elected principle of Washington Academy, Somerset county, he moved to Princess Ann, where he resided until elected Professor of Languages in Dickinson College, Carlisle, in 1822. He was also chosen Rector of the parish in Carlisle, and was very influential in gathering a large, intelligent and wealthy congregation. Enjoying the refined society of that village, and effectively performing the duties of pastor and teacher, he remained until the college was about to pass into the hands of the Methodist denomination. Having received a call, in 1829, from the people of the parish where he was born and reared, he moved to his old home in Talbot county and became Rector of St. Michael's parish with two congregations under his charge. Here, too, though buried in the country, in the midst of a population not distinguished at that time for its appreciation or love of learning and liberal studies, (but now as intelligent as any,) he determined to open a school, and accordingly in 1830 the "Parsonage Seminary" was established at "Solitude," the glebe of the parish. He associated his brother, Mr. Mathew Spencer, who had been educated under his care, with him in the management of the school. The school prospered beyond expectation, and for better accommodation it was moved to Beverly, the birth-place of the Professor, who had now become *Doctor* Spencer, the Degree of D. D. having been conferred upon it is believed by the University of Pennsylvania, of which his old master, Dr. Wiley, was President. The school flourished for a number of years, but was finally destroyed by a gross act of insubordination upon the part

of the pupils, and the subsequent indiscreet proceedings of the teachers, taken in connection with certain pecuniary embarrassments and complications. Dr. S'r. continued in charge of the parish, and with his brother opened a school in St. Michael's, which was never prosperous, and finally became extinct. In the year 1846 he resigned his charge, and in connection with one of his clerical brethren, opened a school at St. Albans, near Georgetown, D. C. But personal differences, of the character of which no one could ever learn from the Doctor, soon destroyed this school, commenced under flattering auspices, and he returned to his old parish, the people of which gladly welcomed him back.—He taught school no more, but lived a life of almost monastic seclusion, and certainly monastic self-denial, devoted to books, flowers, and simple pastoral duty, until 1859. Again he was struck with the madness of wandering. Believing that he had lost his usefulness among his people, and that they were desirous of getting rid of the old man, who had been their spiritual guide so long, he, to the surprise, and against the protestations of all his parishioners, at the age of 70, left his home, and wandered south into Mississippi. Here he was overtaken by the storm of war. He undertook to perform pastoral duties, and while in the faithful discharge of them, he was stricken down, died peacefully, and was buried by friendly hands at a place called Bogue-Chilto in that State.

Having given this rapid sketch of the leading events in the life of Dr. Spencer, it remains to give an estimate of his character, and particularly for the benefit of the readers of this journal, of his character as a teacher. H.

Conclusion in next No.

☞ "Beautiful women," says Heine, "beautiful women without religion are like flowers without perfume. They resemble cold sober tulips, which look upon us from their china vases as though they were also of porcelain."

In a recent Editorial Address we stated that it was our purpose to give from to time memoirs of the prominent Educators of this and other countries. In accordance with this announcement we here present a sketch of the life of one to whom in our judgment the educational interests of Maryland are pre-eminently indebted : (N.)

Rev. LIBERTUS VAN BOKKELEN, D. D. LL. D.

His paternal grandfather came to this country from Holland in 1796, an exile, in consequence of his adherence to the fortunes of the Prince of Orange. He brought with him two sons, the elder of whom died in Baltimore. The younger, the father of the subject of this memoir, settled in New York as a merchant. His maternal grandfather was a native of Wales. Dr. V. B. was born in New York, but at an early period of his life went with his father's family to Brooklyn, where he lived till 1830, when his father moved to Newbern, North Carolina. His father, while residing in New York had dealt chiefly in southern products. Dr. V. B., in his tenth year, was sent to a boarding school. From this time, whether as boy or man, his life to 1864 (when he was appointed State Superintendent of Public Instruction in Maryland) was passed amid Academic pursuits. He was successively Tutor, Professor and Vice-President of the Institution, established by the Rev. Dr. Muhlenburg, known as St. Paul's College. When only 22 years of age he conducted successfully a boarding school of fifty boys at College Point, N. Y., afterwards incorporated with St. Paul's college as its preparatory school. In 1839 Dr. V. B. went to Europe for the purpose of mastering the various systems of instruction. He spent some time in France, Italy, Austria, Hungary, Bavaria, Switzerla'd, the German States, Holland, Belgium, England, Ireland, Scotland and Wales. Every facility was afforded him for familiarizing himself with the workings of the public schools of Europe. In 1845 he moved to Maryland and founded St. Timothy's Hall, the most successful school under private control that we know of any where. He continued at the head of this School until 1864

when he was appointed State Superintendent, which he accepted with a consciousness of the difficult and delicate task imposed by the divided political condition of the country. And it may be said that the opposition to Dr. V. B. or his system is chiefly attributable to the peculiar circumstances under which the great movement of Education was perfected. The time must come when all thoughtful people will accord him full credit for his skilfully conceived and admirably executed work; and he may therefore well afford to take patiently for the present whatever reproach or misconception of him and his system may be cast upon him. N.

TEACHING—A PROFESSION.

Few men in the past adopted the profession of—shall we adopt the offensive term—*pedagogy*, deliberately: they *took* to teaching as a temporary means of support, while they prepared themselves for what they were accustomed to esteem higher—Law, Medicine, or Divinity. Happily this estimate of the teachers' profession is changing, and young men are now not ashamed to say they are teachers and mean so to remain. As time advances, this professian will rise higher and higher in popular estimation, and what is better, the estimation of its own members. It is the profession of the future. The lawyer, the physician, and the clergyman, have each received his reward of honor, of influence, and of emolument. The teacher awaits his meed. This neglected class of men will be in the future, with that other class, the writers for the press, the influential, the growing class. Education is daily becoming more prominent as a part of public policy, and is connecting itself with politics, with religion, with industry, with all the great interests of society; and those who have its direction are becoming more prominent and influential. Teachers are the men of thought, and mind will win. The days of force are over; the days of superstition are past; the days of statesmanship or political management are passing. We are entering the days of intelligence of the people. H.

Communication of Knowledge NOT the main design of Education.

Substance of a Lecture read before the Public School Association of Baltimore.

THE question "What is the main design of Education?" is a very important one, both as regards the theory and the practice of teaching. If teaching were systematized into a science, if its processes had assumed even the regularity and settled order of an art, it would make but little difference what was the object the operators had in view. To the cabinet-maker who makes a chair it is of no consequence who is to sit in it. To the surveyor who measures a farm it matters not how it is to be cultivated. But teaching, if it be a science, is only in its infancy. If it be an art, its rules and processes are still matters of experiment. And it is of the utmost consequence to determine exactly what is the right end of Education in order that the processes may be properly adapted to that end.

It may be necessary to observe, in the outset, that in this inquiry both the word Education and the word Knowledge must be used in a restricted and definite sense. Properly speaking, Education is a never-ending process. Is begins in the cradle, it is continued through infancy and childhood, it advances rapidly through youth and manhood, comes to a stand-still in old age, and, overleaping the open grave, pursues its triumphant course in that glorious school where finally we shall know even as we are known. But for our present purposes we must look only at that small part which is embraced in the school-going life of the child. It is necessary also to place some limits upon the term knowledge. In one sense it may be taken to include all that is worth being or having or doing. But to make or question practical and definite, we must confine the term to those branches of learning which are usually taught in schools: Reading, Writing, Arithmetic, &c. And then the inquiry is briefly and plainly this: should it be a teacher's principal object

to communicate to his scholars a knowledge of Reading, Writing, Arithmetic, Grammar, Geography, &c.

I have no hesitation in answering this question in the negative ; and in defending this position it will not be necessary to call in the assistance of the principle everywhere acknowledged in theory, and almost everywhere repeated in practice, that the moral nature of the scholars has strong claims upon the fostering care of the teacher, and that the demands of the physical constitution should not be neglected. Ignoring for the present, for the purpose of simplifying the argument, the necessity of moral and physical education, and looking merely on the intellectual side of man's threefold nature, I affirm that even with regard to this the communication of knowledge should not be the main object of the teacher. Education is often spoken of as cultivation : and in many important particulars the metaphor is an appropriate one. The mind is the soil, and the teacher the husbandman. Now suppose an intelligent farmer to purchase a farm for the purpose of cultivating it, what is his main object? Is it to find a place where he can deposit his seed, and dig it up again safe and sound when he wants it? You are asked, is it the object of the farmer to sow his seed so that he may recover it again at will, unchanged in quantity or quality, and you smile at the absurdity of the question. And yet this is the very problem which many teachers spending their lives to accomplish, never dreaming that it can be other than a noble achievement.

The main object of the teacher, so far as intellectual education is concerned, should be not to communicate knowledge simply, but by means of knowledge communicated so to cultivate and discipline the mental powers that they shall be able to add to their stock of knowledge and be fitted for whatever work the duties of life may demand. The end is the development of the mental powers : the communication of knowledge is only one of the means by which that end may be attained. In this view of the case, it is not so much the *quantity* of knowledge a child gains that is important, as

the process by which it is obtained, or, if I may so speak, the quality of the knowledge. Knowledge may be divided into two classes, the dead and the living, or the inert and the active: that which is hid in a napkin and buried in the earth, and that which is placed out at interest.

This is a distinction of which the public—who know every thing about education—seem to know nothing. If Uncle Sam's eldest born knows enough, what does Uncle Sam care how he came by his knowledge. Learning is a fine thing: whether it be the living dog or the dead lion, what does the dear, good-natured, gullible public care? His child can read,—does pater-familias, or his representative the school commissioner know that in the very act of learning to read his desire of reading may have been so weakened that a book is never opened after leaving school, and the very sight of one recalls to him only memories of an aching head and a smarting back. Every one knows that so far from a boy's education being finished when he leaves school, he is only in a position to continue the work with ease and profit. Now what per-centage of our boys and girls pursue their studies in any one direction, classical, mathematical, scientific or literary, after leaving school? How many have the desire to do it? How many, if they had the desire, have the ability to do it without assistance?

The end and aim of every course of study in school or college should be this: to create a desire and impart an ability to continue it. Circumstances may prevent a young man from gratifying such desire, and a strong current of taste in one direction may neutralize a weaker desire in another direction, yet the course of instruction which leaves the student without the desire to know more, or without the ablity to investigate further, has failed in its highest and noblest object.

Teachers are not without blame in this matter; but their action though it cannot be commended may be excused.—Had a single teacher the entire charge of the education of a boy, from his early years till the ordinary time of leaving

school, a much better work would be done than can be accomplished under the present state of things, where, under even favorable circumstances, the education of a youth is the joint product of perhaps twenty different minds, no two no two of which act from the same motives, or with the same object, or the same plan. A pupil seldom remains for a long time under a teacher of ordinary ability, without catching some sparks of noble enthusiasm which a happy accident might easily blow into a flame.

Under a system where every scholar is passed rapidly and continuously from one hand to another, — a system which, whatever may be its defects, is made necessary by the force of circumstances, it is hard for teachers to rid themselves of the notion that their main business is to communicate knowledge, and that the more they can pour in, in a given time, the better teachers they are. And yet, if popular education is not a delusion and a sham, there must be somewhere a recognition of the fundamental fact, that it is not the quantity but the quality of the knowledge that tells in the long run,—that the mind grows not by external accretion, but by the development of the living principle within; that to load down with facts a mind that has not been trained to think and reason independently, is to place a heavy sword in hands that have not strength to wield it.

We hear many complaints, some reasonable and some unreasonable, from parents and commissioners, about boys and girls being ignorant, and advancing slowly in their studies. The proper ground of complaint in most cases would be, that they cannot make a good use of the knowledge they have. Fifty years ago the mass of information in possession of the people was but a fraction of what it is now. A smart school boy of to-day could puzzle Washington on Grammar, and a pert school girl read lectures to Franklin on Electricity. But has the greater accumulation of knowledge really added much to the thinking power that governs the world. Have we now with all the boasted light of the nineteenth century, clearer thinkers, more acute reasoners,

more profound philosophers, more sagacious statesmen, or more brilliant orators? The population has increased eight fold during the last three-fourths of a century. If we have even kept pace with our fore-fathers, to say nothing of outstripping them, we should be able so show a number of distinguished men eight times as large as they have handed down to us. But are we told in reply to this demand, that education has nothing to do with it, that the appearance of men distinguished in art, science, literature or politics is dependent on causes quite independent of schools and colleges? History teaches us quite another lesson. With no greater regularity do the tides of the ocean follow the guidance of their mistress, the moon, than the thinking power of the world follows the guidance of its intellectual leaders. Every revival of Education is marked by an increase in the number of her votaries. The influence of the great universities of the middle ages has not yet died out of literature. No mental movement is ever lost. And if the accumulation of information merely as such which has been going on in our schools for at least a generation be in itself a vital power, it is time that we should begin to see the fruits. But in truth knowledge stored up is of no more value than money, or wind, or steam, or water unemployed. It is the putting these things to use that produces valuable results.

I am sometimes tempted to believe that we are fast becoming a nation of dunces,—that we are actually reading our brains away. Every year a new science, every day a new book demands our attention. So we go on with the vain hope of keeping up with the progress of the times, constantly cramming and with no leisure for digestion. Surely it would be better for us all if we would read less and think more.

If there is any way in which we can, as teachers, benefit our generation, it is by helping to restore this art, not yet quite lost, but rapidly falling into disuse:—THE ART OF THINKING.

Teaching Arithmetic in classes.

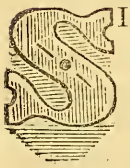
HEN the class has assembled, go to the black-board and examine all thoroughly, beginning at Numeration, Fractions, Decimals, etc., until you reach a point that appears not well understood. Then take the Arithmetic and assign a lesson for the next day at the part where the pupils are found most wanting.

On the next assembling of the class, have all recite the principles and rules in the lesson assigned, because to learn anything properly there must be certain parts well committed to memory. When this has been done, give the examples that follow these rules and are intended to illustrate them, to be worked out by the pupils at their seats; first showing them at the black-board how they are to be done.

At the next lesson let the pupils tell and explain, in turn, how each example is solved, or let him or her work it out in full on the black-board. Don't pass a rule until the principles of it can be recited readily, and the examples orally solved without too much hesitation, and do not be impatient if you to keep a class a week in one rule, it may better in the end. Give all the explanations freely that you find necessary, but have everything thorough before you leave it. Don't work out an example for a pupil but explain to him how to do it, and make him perform the operation himself. Take up the next rule in the same way, and keep reviewing every day the previous lessons. Give oral explanations and illustrations every time the class is up, so that when the pupils are at their seats they may be enabled to practice without difficulty the part assigned them. All young persons learn mainly by frequent repetition, both of recitation of rules and working out examples. Theory alone will never do; pupils must cipher as much as possible, so as to be able to tell when called up in class, how every example is solved and why. By being firm in this plan or some modification of it, teachers may make arithmeticians out of nearly every

one entrusted to them. Of course the pupils must be first carefully classed according to ability and advancement in general study; and it is not essential to be governed in the classification by the distance any one may have gone in the Arithmetic, for this proves nothing; and after the general principles of whole and denominate numbers, fractions and decimals are mastered, it matters very little what part of the Arithmetic is taken up next. Neither is it important, if the teacher properly understands all the principles of numbers, what author or text-book is used. The advances in study depend more on the teacher than the text-book. L.

A Method of finding the Least Common Multiple.



SIMPLICITY and intelligibility of arithmetical calculations are always sought by every instructor of children. The method of finding the least common multiple of two or more numbers here described has these merits.

RULE.—Take as many prime factors as will embrace all of the prime factors into which the numbers may be reduced, and only as many, and their product will be the least common multiple required.

EXAMPLE:—Find the least common multiple of 4, 6, 9, 12, 5, 15, 20.

ANALYSIS.—The prime factors of 4 are 2 and 2; we write them down. The prime factors of 6 are 2 and 3; we have the 2, hence we only write down the 3. The prime factors of 12 are 2 2 and 3, all of which we have, hence we do not use them. 5 is a prime number, and we write it down.—The prime factors of 15 are 3 and 5; we have them already. The prime factors of 20 are 2, 2 and 5, all of which we have. Hence we find the prime factors of 4, 6, 9, 12, 5, 15 and 20 are embraced in the following numbers—2x2x3x3x5, the product of which is 180, that being the least common multiple required. H. L. A.

EXTRACTS

From the Journal of a President of a County School Board.

HAVING been in the practice of taking notes of my visits to the public schools in our county, it has occurred to me that a brief abstract from my Journal would be of interest. It is true that the office, whose duties are here detailed, will soon be only a thing of the past; but as the fossil specimen of an extinct species of animals awakens interest in those who look upon it in after times, so perhaps may this slight memorial of the operations of a short-lived institution of our State, prove of some value, if only in an antiquarian point of view. Besides, it is not altogether impossible that the idea of the necessity of some sort of school supervision may revive in one or other of the various educational contrivances that seem likely to spring up on the ruins of the present system. In that case the results of experience will have a certain value with those who regard facts as the proper basis on which every good system must be founded.

No apology need be made for going into minute detail in the extracts that follow, since their whole substance consists entirely of details.

In order to present a proper sketch of the duties as they rose up before the mind of the visiting official, I first transcribe a few leading suggestions or hints, carried about as a sort of vade-mecum, and reminder of the object to be kept in view.

1. To enter the school in a pleasant, informal, friendly (*freundlich*) manner, creating as little disturbance as possible.

2. To observe the condition of the house, furniture, &c., and the general order.

3. To select some individual scholar, preferring one of the little ones, and explain some point in his lesson.

4. While the regular classes go on to recite, inspect the Register, and note attendance, deportment, &c., as therein kept, and the manner of keeping the entries.

5. Examine at least one class thoroughly—inspect the writing books.

6. Inquire particularly into the classification, and use of the black-board: frequently make use of the board myself, to illustrate some question in Arithmetic, Geography, &c.

7. Inquire as to books wanted, and other wants of the school.

8. Talk with the teacher—find out what methods of instruction and discipline he uses, outside of the general routine; suggesting such.

9. On leaving, make such remarks to the pupils as may be suggested by the occasion,—dealing more in encouragement than scolding.

N. B.—Visit no more than two schools per day.

Summary of Visits to the several Schools.

School No. —: 24 present of 38 on the list. Heard the classes read; too fast of course; and as usual the scholars reading in No. 4 should have been in No. 3, those in No. 3 in No. 2, and so on. Told the teacher that for the purpose of learning how to read, the book should always be a little below the capacity of the pupil; while to communicate ideas and strengthen the mind the book should be a little above, or in advance of the learner. The spelling was better than usual, being taught in the only proper method, by frequent dictation exercises. Intellectual arithmetic pretty well recited; this branch too much neglected. Inspected the writing, which was very imperfect.

School No. —: A pleasant one to visit, the pupils being orderly and studious. Noticed a map drawn on black-board, on which they were examined; answered creditably. Heard a first-rate Geography lesson. The children recited some pieces; told them a story, illustrating the old adage that "learning is better than houses or lands."

School No. —: 14 present of 31; the teacher complained of bad attendance, and no wonder. Though well qualified in a literary point of view, his manner is unpleasant; he speaks harshly and ridicules large girls for mistakes. The juvenile readers seemed to be carefully trained in their inflections. Some qualification in teacher, but he had better leave.

School No. —: 22 of 43. Teacher competent but not sufficiently energetic. House and furniture wretchedly bad—

some loud talking. A first-rate spelling lesson recited, J. T. D. being head. In answering questions in Geography a scholar said "the chief towns in Md. were Baltimore, Annapolis, and—(his own village.)

School No. —: 46 of 59. New school-house an ornament to neighborhood, well furnished. Noted a case with shelves for children's dinners. Register showed that L. W. had not missed one day's attendance and was naturally learning fast. The school has map and globe.

School No. —: 35 of 51. Map exercises on black-board well done and recited. Old-fashioned "substantial furniture," requiring the boys to hop up on a broad, rough table, and run along the top of it in order to reach the teacher.—(Soper's desks afterwards substituted, made subject of complaint to State Board.)

School No. —: 24 of 26. A competent and experienced teacher, but needs some admonitions in regard to keeping better order. Black-board defective; put on a coat of liquid slate. An excellent lesson in numeration and promiscuous Geography. Exhibited air-pump and apparatus, &c.

School No. —: Reform needed here. Teacher must go to school. No black-board, "nor nothing."

School No. —: has much improved since teacher attended Normal School. Order excellent. Much pleased with lesson of "Grammar without book," the subject understood better than by beginners ordinarily. House wants steps and whitewashing. Trees hacked shamefully. Lectured on air-pump.

School No. —: The success of this school is a triumph over prejudice. It began very small, and increased slowly under a very competent lady, till in the second year it had 40 pupils. Mode of teaching quite out of old routine. Admired her thorough training of the class in spelling, defining, and in making them use and understand the dictionary. All the little scholars that can write on their slates are made to copy many lessons from easy reading-books, and their spelling, punctuation, capitals, &c., are examined and they made to correct them. Very thorough in numeration.

School No. —: disorderly—some excuse from the wretched condition of house and furniture. Teacher uses the book constantly. He wont do.

School No. —: 50 of 62—an interesting and well managed school. Particular attention paid to Grammar, Defining words, Latin, and knowledge of language generally.—Lectured on Natural Philosophy with experiments, endeavoring to show the importance of a knowledge of things as

well as words. There is great need of introducing the sciences in the schools of the people. As between science and the classics the former must win.

School No. —: 68 scholars on list in a log hut 17 x 15 x 7, "murder of the innocents" genuine old-field school. What is to be done about it? Nothing effective without funds.

School No. —: Everything nearly right in this school. Attendance over 75 per cent.

To be continued.

From the above extracts some idea may be gained of the nature of these school visits. Unfortunately it relates to a matter in regard to which the people generally possess very little information; and hence it comes that the importance of Supervision, as a feature of the existing school system, is so little understood.

Having been a School Commissioner for four years, before the adoption of the present system, it was my duty to visit the schools of one district, under a local law, and I well remember it seemed to me about an even chance whether the teacher was found in his place or not when I called, so irregular and unsystematic was the attendance. In striking contrast I can state that during the 30 months of service in my present station, I note but three instances of the teacher being absent, in the course of at least 300 visits. Yet the supervision of the President has not been regarded as the unwelcome office of an "overseer"—on the contrary his visits have uniformly appeared acceptable to teachers and pupils. For the children, it is no small benefit, especially in remote neighborhoods, to find an intelligent official taking an interest in their progress in a way which they are capable of appreciating. By the teacher who is desirous to do his duty, such visits are esteemed a support and assistance—if he is unworthy, an opportunity is afforded for discovering the fact and getting rid of him.

In conclusion I must express the conviction (since it is now possible to do so without being influenced by interested motives,) that the Supervision authorized by the present law is the life of the system. F.

☞ The following was sent out in circular form about the 20th of November, and is here inserted for the benefit of all—as less than 200 of the circulars were printed.

Office of the Maryland Educational Journal.
November, 1867.

To the School Commissioners of Maryland, and to all who desire the publication of an Educational Journal in the State.

For fear I may not be able to attend the meeting of the Commissioners' Association, 4th prox., I desire to submit the following explanatory and apologetic thoughts to all:

The "Maryland Educational Journal," published by the undersigned, has regularly appeared for seven months, and the eighth number, for December, is now progressing and will be out in due time. Whatever grumblers and fault-finders, or critics and hypercritics may say, I think it must be admitted by all reasonable people that this Journal has thus far compared favorably (every way) with other similar publications in other States; and it may be made more acceptable by a little more general support and friendly co-operation. I am ready to continue the Journal, and to fulfil all my pledges to the end, but, as there are mutual responsibilities, I ask that all who subscribed will pay their subscriptions. Money may be paid to Mr. Young, 114 West Baltimore street, or enclosed by mail to me.

One year ago I first submitted to the Com'rs Association my proposition to publish an Educational Journal, and although no positive promises were made pledging any specific support from the Association as a body, yet the tenor of all that was said and done amounted (in my opinion) to a sort of implied promise that a hearty effort would be made to procure subscribers, and to give me a fair trial. This would have ensured success. Relying upon this and upon the sanguine expressions and individual promises of others, I entered into the matter. I think you will admit that I have thus far fulfilled all my promises made in the prospectus; I regret however to be compelled to say that, although from a few counties the returns were satisfactory, in the aggregate my reasonable expectations of support have not been realized. The number of subscribers received falls far short of what is necessary,—while even of those received, many have not yet paid, though the terms on which they subscribed were to pay on receipt of the first number.

I have not endeavored to force the Journal on any one, but without personal and local application—without agents

—it is very difficult and slow work to extend the circulation of any journal. With this, enough subscribers could EASILY have been secured, or could yet be made up in the State.—(I have more than a hundred full sets of back numbers on hand which I would like to send to as many new subscribers.)

I am anxious to please, and to do justice to all. Am open to suggestions and propositions; and respectfully ask that some definite action be had either to support or not support, to own or disown, the Journal. For even conceding that a change may soon take place in the school law, there is no reason why a school journal should not be supported—conducted on liberal and impartial principles, open to all, &c. ☞ If this Journal has any friends, now is the time to act. I am ready to enlarge and everyway improve it, and if necessary to open an editorial office in Baltimore so as to give more immediate and active personal attention to details—so soon as the patronage shall justify it. The present patronage does not justify anything! If, on the other hand, I am in the way of any more acceptable party publishing a similar journal, I am willing to step aside for a very reasonable consideration—have only the good of the cause at heart—have endeavored to do my duty in the premises, and hope I may be treated fairly by all.

A few words, only, further:—The change made in the Editorial Committee did not effect any pledge made by me. I relied upon a much more general co-operation in the way of furnishing matter for publication than I received, and finding that I was left to my own resources, and that the announcement on the cover of its being the organ of the State Board and State Com'rs Asso'n resulted in a mere sham, and that only a few of those who had permitted their names to be used as editors seemed to care to write for it, it was considered expedient for these and other reasons to change so as not to have the journal any longer *appear* to be what it was not.

The Journal has not passed from those who are friendly to Dr. Van Bokkelen and his system, but we allow all sides to be heard—ignoring politics entirely, and wishing to publish a legitimate school and family journal, not a polemic or beligerent one. The few, to some distasteful, expressions that have appeared were only published to invite discussion and to wake up the dry bones! and in the December number we have remarks per contra, as also a few friendly pokes for hypercritics!

Very respectfully, your obedient servant,

E. S. ZEVELY.

Correspondence.

MR. EDITOR : I was vexed at the article signed T. L., in your last, every suggestion in which is at war with all sound doctrines of a rational school system. F.

[That article was written and published to invite discussion ; and it is very unfair to attempt to hold this Journal or its publisher responsible for the opinion of contributors, or to fall out with and abuse him on account of it as a few have done. Let us have calm discussion. Thus truth will be elicited.—Ed.]

MR. EDITOR : A Teachers' Association for the third school district of Anne Arundel county was held in Annapolis October 26th. Nearly all the teachers of the district were present and appeared to take pleasure in the busines of the meeting. The Association organized by electing Robert F. Dodson, esq., President, and Mr. George W. Duvall Secretary. The subjects most discussed were, the best methods of teaching the alphabet, spelling, geography, and school government. It is the purpose of our President to hold similar Associations in each District, and then to have a county Institute : and it is hoped that before the Journal for January is issued, we may be able to communicate its successful result. J. H.

MR. EDITOR : Yesterday as I passed the colored people's school-house in our town I saw a neat building constructing, and upon inquiry learned that it was a house for the teacher. Verily ! Are we to learn of this poor, ignorant race, who yesterday were slaves, how we should act in matters in which we flattered ourselves we were most knowing? These people have felt the want of homes for their teachers and therefore they are built. Wise men are at the head of their school operations. No political complications shackle them. Every friend of humanity must rejoice to witness their progress, but our pride must be offended that we are in anything connected with education surpassed by those we have been accustomed to despise. H.

Local School Intelligence.

Items for this Department must be communicated, and are solicited.

NEWTOWN, Worcester co.—On the 7th of November a new public school building was dedicated at Newtown. It stands on a lot of three acres; contains four large rooms, each seating 80 children, with suitable recitation rooms, and is surmounted by a cupola.

CUMBERLAND.—The new public school-building recently opened here contains six large rooms provided with approved seats and desks (partly Soper's) each room seating 80 to 150 pupils, suitable recitation rooms, every necessary convenience, and an ample play ground attached, in the heart of the city—the whole obtained at a clear bargain of several thousand dollars less than it would have cost to build.

[We are always pleased to notice favorably any local evidence of educational interest in any portion of the State—whether connected with public or private schools, and it affords us pleasure to state that in Cumberland the county Academy, under the energetic management of Rev. T. NELSON, has recently been rendered more efficient, and the internal arrangement of the building greatly improved.]

☞ In Baltimore there appears to be some difficulty in the way of consummating the contemplated new building for the accommodation of the City College or High School.

☞ At Easton, Talbot, the colored people have not only a school-house, but also another near it for the teacher.—See "correspondence."

☞ Teachers' Institute in Anne Arundel,—see "correspondence."

LITTELL'S LIVING AGE.—It is a real luxury after the labor of the day to look over the pages of Littell's Living Age. Try it. Sixty pages a week for $8 a year.

Editorial Salmagundi.

NOW is the time to subscribe. If this Journal has any friends, now is the time for them to bestir themselves. We are ready to enlarge and every way improve the Journal, if patronage improves. Agents wanted. Cash premiums paid—we ask no one to work for nothing. The scope of the Journal is to be enlarged, so as to make it interesting to all.

A part of the edition of this number may not appear to be printed as well as might be desirable. Whenever new subscribers enough are received to justify it, it will be reprinted.

The next number will appear some time in January—may be a few weeks later in the month than usual.

☞ Article on Memory unavoidably crowded out of this number.

☞ James Young, esq., 114 West Balt. st., will receive money and give receipts for subscriptions due this Journal.

☞ This Journal will in future numbers give specimen illustrations of black-board drawings.

WE point with pride to the contents of this number, and return our thanks to our (increasing in number and interest) various contributors for their excellent articles. This Journal so auspiciously commenced and progressing, needs only a little fostering care and friendly co-operation to make it one of which all may be proud. Especially would we commend to the thoughtful reader's careful attention the article containing the skeleton of a lecture delivered before the Balto. city teachers' association, by Prof. NEWELL. We regret that we cannot give the whole. Modes of instruction, and systems of education are legitimate subjects of discussion; and no teacher or superintendent should object to have his favorite theories criticised. It is in this way that truth may be arrived at.

UR MARYLAND EXCHANGES.—In our last we gave a list, as complete as possible, of our Maryland exchanges—(if any omitted it was inadvertently)—not designed to be a complete list of all the papers in the State: though we have been sending the Journal to every known paper in the State, and requesting an exchange. Some have not seen fit to comply, and hence were not included in the list. One of these gets angry and misrepresents us in consequence!

We return our sincere thanks to all who have favorably noticed this Journal, and solicit other similar favors.

☞ The recently reported herculian efforts made by the whisky influence to cause the removal of a vigilant revenue officer, with other demonstrations, show what a rotten and demoralized and demoralizing crew the liquor dealers are—from the wealthy whisky kings of New York down to the lowest groggery keeper. At this very moment the whisky influence is on a high horse—seems to threaten to over-ride and over-rule everything. It is opposed to education, and to progress in all that is good; and all who favor the education of the people in things noble and exalting should strive to frown down the abominable traffic.

AN ILLIBERAL SCHOOL JOURNAL.—The Ohio Educational Monthly wants to hold this Journal responsible for the opinion of a correspondent, though it ought to know that a rule in journalism is that editors or publishers are not responsible for the views of correspondents, especially when as in this case well known initials designate the writer.

MIXED.—"Our Young Folks," Boston, say they perform all they promise, and did not issue a circular offering a picture premium, and we believe them. We thus make the amende to Our Young Folks, but regret to add that developments cast a shade upon the premium furore generally, and our favorite the Student and Schoolmate comes in for a share of doubt. It now however offers cash premiums only.

LONG TOES.

OME people have very long toes! It is dfficult to walk through the world without treading on them! It is hardly possible to be strictly honest in your dealings with such unhappy mortals, they are so thin-skinned. They compel us, like boatmen, who look one way and row another, to say one thing and mean another—and that's hardly Bible teaching. The blunt man who calls spades "spades" is sure to offend them. These long toed people are often extremely conceited, tho' affecting great humilty. They are too, usually, like the dog in the manger, neither disposed to do themselves nor to let any one else do—in matters of vital importance. If you wish to do your duty, you are with such—in religion, a pharisee—in politics, an office seeker—socially, a tyrant and "stuck up"—and generally a very pestilent fellow! It requires the greatest degree of Christian charity to get along with such people, and it would be a dangerous experiment to endeavor to carry out St. Paul's plan for reconciliation with them. Hence all that can be done for them, or with them, is to pray for them. Yes, we will pray for our long toed brethren.

"The Little Chief," Indianapolis, Ind., is a beautifully printed paper for children at only 75 cts. a year.

"Southern Boys and Girls Monthly" is a neat child's paper published by Messrs. Baird, Richmond, Va., at $1,50.

"The Little Corporal," Chicago, has sent us an engraved likeness of the late President Lincoln and son.

"An Elementary Grammar of the German Language, with exercises, readings, conversations, paradigms and a vocabulary, by James H. Worman," New York, A. S. Barnes & Co. Good, but nothing specially new or distinctive.

"A fourteen weeks course in Chemistry, by J. Dorman Steele,"—A. S. Barnes & Co., N. Y., 250 pps.—is an elementary work of much merit.

"Pope's Essay on Man."—S. R. Wells, N. Y., has published an illustrated edition of this old masterpiece of English verse—one vol. 12mo. fancy cloth gilt $1, paper 50 cts.

PREACHING vs. READING.

THOSE good clergymen who statedly read their sermons, tell us among other ideas, as an argument in favor of reading, and in reply to the argument per contra that but little effect can be produced by reading, that the great revivalist Chalmers was a reader. We never heard Chalmers, but we have heard various live preachers, and John B. Gough, who is a preacher of good morals, and because he has his discourses written out and occasionally turns over a leaf, it may be said that HE is a reader! Yes, but like Chalmers, he is one in a thousand. Oh ye poor, tame, heartless, frigid, pulpit readers, go and hear John B. Gough! It is worth a journey of a thousand miles to hear him. Oh for more earnestness—more life—in teaching as well as in preaching.

☞ We will endeavor in our next to make room for notices of the many excellent exchanges,—(miscellaneous and school journals,)—received by us.

Messrs. Taggard & Thompson, 29 Cornhill, Boston, have published a neat pamphlet exposition of the Metric System prepared for Eaton's Arithmetics—10 cts.

Ahn's Rudiments of the German Language, by E. Steiger, No. 17, N. William st. N. Y., commends itself to all students of German.

ENGLISH PROSE CLASSICS.—"Lord Bacon's Essays, with a sketch of his life and character, reviews of his philosophical writings, critical estimates of his essays, analysis, notes and queries for students, and select portions of the annotations of Archbishop Whately. By James R. Boyd, with notes, &c. New York, A. S. Barnes & Co. 1867.

Here is a book after own heart, refreshing to read amid the flood of vapid writings of the day. Its quaint style interests, and reminds us of old Burton's Anatomy. Bacon's Essays will live throughout time. The annotations and queries to this edition are generally good, but we are amused at the direction to the student at the close of one essay, viz:—"Rewrite the essay, improving the style of it as far as possible!" The style of the prominent writers of Bacon's age may be modernized, but hardly improved. The idea of introducing such books in schools is a good one.

The American Farmer.

AS our learned and hypercritcal old friend (?) of the American Farmer, who "has gone through the wars" and who terms the writer of this a *nobody*, leaving us thence to infer that he considers himself *somebody*, has done us the honor, (perhaps prompted by others,) to devote several pages to notices of this Journal, we cannot in conscience refuse to return the compliment in a few good-natured squibs.

RYE.—The A. F. says rye "is not a sensible crop, or such a one as a sensible man should be willing to grow." But in the same article highly commends it for early spring pasturage and for soiling before clover comes into use! Very good this for a professor in a college, who considers himself above criticism. He must have been eating rye bread and had his digestive functions deranged, or perhaps been imbibing too much "old rye" that he thus stultifies himself.

TOO BAD—that the National Bureau of Agriculture should have ignored the existence of the Md. Agricultural College, right under its nose! The editor of "the well known exponent of the sentiment of the agricultural community of Md." (modesty!) is quite bilious on the subject.

"Manures are said to cook the raw ingredients of the soil, and thus fit them for food to growing plants." This is one of the novel ideas of the critical editor of the A. F.,—who "eschews" the "moral bearings" of things.

Why should the Md. *Agricultural* College aspire to give a full academic or classical course? Was this the design of its founders? or is it the design of the government in affording aid to agricultural colleges, to foster weak schools, and thus enable them to set up the "academic course?"

PERSONAL.—The A. F., which is the peculiar champion of the "Md. Agricultural College," singularly and rather unfortunately talks about "*minor* intruders!"

WHO WOULD HAVE THOUGHT IT?—Who would have thought that any staid old farmer would talk or write as follows, as we see in the A. F.—"The merry month of June, the very season of life and beauty, of singing birds and roses, and of all the thousand activities of woods and fields, and never has her ladyship put on more glorious apparel, or shown more resplendent in shade and sunlight." Verily! "This may be fine writing, but the style is not adapted to every day life, and farmer boys should be warned against it."

"It may be necessary, oftener than we suppose, to explain for the benefit of some readers, what such and such articles mean, or are designed to teach; as the boy writes under his picture *this is a horse*, or poor Artemus Ward, when he says 'this is rote sarkastikul.'" The critical editor of the A. F. writes this for the benefit of those who cannot "see a joke" but is himself in the same predicament. Burns' complaint, "O wad the powers," &c., applies well to him.

It is a pity that one who has been teaching farmers' boys so long, and is so jealous of their rights, and so pert in lecturing others, should himself make so many mistakes.—They who live in glass houses should not throw stones.

"He (Mr. Z.) should have understood that we could not assume, and that the public could not know it," (i. e. that he had control over his own Journal!) So says the A. F. erroneously, because any one who has so closely scanned the Journal, must have seen the announcement distinctly made. So the attack IS personal, and it is worse than "*mean*" to try to sneak out of it. "We mean to be emphatic but not uncivil."

But it is not in our heart to quarrel with one who writes as follows of this Journal:

"Neither the Superintendent of Instruction nor any gentleman except Mr. Zevely himself have had any general control or supervision over the Journal, hence—the very success of his Journal. There be good articles from Dr. Nelson and many others, which more than offset the faults that have been criticised." Thank ye, sir!

GRAMMAR.—Neither, nor, *have*.—Above from the A. F.

OPINION OF THE PRESS.

The Southern Educational Record of New York, by Richardson & Co., speaks as follows of the this Journal—and many other equally favorable and true expressions have appeared in other publications :

It contains a variety of able and interesting articles, and is one of the best and handsomest of the Educational Monthlies. It ought to have a large list of subscribers. No teacher in Maryland, young or old, could fail to be stimulated & aided by the monthly visits of such a journal as this—to say nothing of the *esprit de corps* that should animate every teacher who deserves the name of teacher, &c.

☞ A new school building has been erected in Upper Marlborough, and two are soon to be built in Hagerstown. Another has also been built at Oakland, and one is to be at Frostburg. Who will send us particulars ?

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THE MARYLAND EDUCATIONAL JOURNAL,

A SCHOOL AND FAMILY MONTHLY.

DEVOTED TO

POPULAR INSTRUCTION AND LITERATURE.

EDITORS:

REV. C. K. NELSON, D. D., ANNAPOLIS.

Vice Pres. St. John's College, and Pres. State Teachers' Association.

E. S. ZEVELY, CUMBERLAND.

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MARYLAND

EDUCATIONAL JOURNAL,

A SCHOOL AND FAMILY MONTHLY.

VOL. I BALTIMORE, JANUARY, 1868. NO. 9.

☞ The conclusion of the sketch of Rev. Dr. Spencer is unavoidably crowded out of this number. Will appear in next.

☞ The continuation of memory or Mnemotechny articles also necessarily deferred to the next number.

☞ This Journal stands pledged to the support of "any school system that the powers that be may devise;" and there is no fear that anything but a good one will be adopted.

☞ The publisher considers it necessary to issue this supplemental number, containing several pages of notices, explanatory and advertisementally, in order to set himself right before the public.

N. B. Arrangements are perfecting to issue this Journal in an improved and enlarged form. See advertisements, prospectus and notices in this number.

☞ WE REGRET that some of the remarks in this number referring to this Journal appear to have a lugubrous air, but when it is remembered that under all the circumstances a school Journal in Maryland must necessarily depend somewhat on others for success, what is said is mere justice to the pulisher.

No!—It will not do for any one to say that *because* the 'Editorial Committee" of this Journal was changed or "reconstructed," that, *therefore*, the school officers stood aloof. No! *They stood aloof before*, and it was because they did so that the change was made.

The School System and the Educational Journal.

NOW that motives of *Expediency* (in this connection) are no longer necessary to the success or failure of this Journal, we shall speak plainly. Our object has never been to *reform* the world in any respect, knowing that reformers receive more kicks than kisses, but we claim the privilege (and allow others the same) of speaking our thoughts unreservedly—always with due regard to truth and courtesy. In politics, religion and it seems in school matters—(not wanting a fair discussion of its merits)—*expediency* is the order of the day. This is what has made politics base and debasing. This is what renders religion as a whited sepulchre. This is what has killed the present school system of Maryland. Expediency has been its controlling element, because politicians by trade got it up, and so long as politicians rule, the people will mourn. By politicians we mean those who make it a trade. We speak, and have years ago elsewhere spoken, of politics *as it is* in this country of ours, not what the dictionaries say of it.

There is very little fairness among your professional politicians, and when it comes to talk about "expediency" in church matters, with the plain word of GOD to direct us, in which no such thing is taught—alas!—except and unless Matth. 10, 16 or Luke 16, 8, can be distorted to enjoin it.

Expediency in one way has had too much to do with the school system in our State, and in another way there has been a sad *lack* of it, in the impulsive and dogmatic manner in which it has been literally forced on the people.

However little we may believe in the virtue and intelligence of the people, it is certain that no school system, or other great measure of social reform can succeed without showing some at least *apparent* deference to the views of the people. The want of this is a great defect in our present school system. The intelligence of the people is entirely ignored—the people are not allowed a voice in the matter. Its author doubtless copied after the government schools in the monarchical countries of Europe. But this will never go down in free and enlightened America.

While we say Expediency had much to do in the getting up of this law, and the school officers were appointed as far as possible with one end in view, yet we must do the State Superintendent the justice to say that, as such, HE does not appear to know such a word as

expediency, or anything akin to it, or else, with all their faults, he and his system would not to-day be so unpopular as they are.—Never in the history of Maryland has any one man had so glorious an opportunity of making himself beloved as has had the State Superintendent of Public Instruction under our present school law. But as he, instead of endeavoring to *conciliate* the people, aimed at nothing but forcing the system into existence without regard to the views of the people, he has made himself and it justly obnoxious. If he, seeing and knowing this, had resigned months ago, we might have hoped to retain the main features of the system, and not been subjected to the inconvenience and expense of a complete revolution in school matters as we now possibly may be.

In many respects the school system is a good one—too perfect to be suddenly introduced into a State so far behind-hand in such matters. If the advice of prudent and experienced school men had been taken, a less perfect or less intricate system—one aiming at less—would have been *first* inaugurated, trusting thus first to educate the people up to a standard of wanting something better.

That the schools in many parts of our State have been improved, is not saying wonders for this particular system, because any other tolerable system would have done as much—since we have had as good as no school system at all in most of the counties of Maryland. The money appropriated by the State has been squandered without any system.

Now let us come nearer home and speak of this Journal and its history:—When, more than a year ago, we first approached the State Superintendent on the subject, he expressed himself favorable to the project—said that such a thing had been *spoken* of, but no definite plan had been arranged—no one seemed willing to undertake it, &c. At his suggestion our proposition was submitted to the State Commissioners' Association, in December '66, and although some members in that body were not very cordial in their expressions, and others who talked fair have since done little or nothing, yet the general result of all that was done and said, left the impression that a reasonable share of co-operation might be expected.—The prospectus was issued and sent to all School Commissioners. In due time returns were received more or less satisfactory. Some who sent few names, promised to send many more. We have all these letters and lists of names on file and may publish some of them some day as curiosities! Some have since got angry because we wanted our pay—some have abused us because we have published

what did not exactly suit their notions—some have denied their own signatures—many were utterly indifferent to the success or non success of the Journal—while *a few glorious and whole-souled men have manfully stood by us and done their whole duty in endeavoring to build up an Educational Journal in our State.* As to the State Superintendent, and State Board, all the help from that quarter was $3 for two copies! Dr. V. B. undertook from the first to rule the Journal, and because the publisher, who alone assumed its pecuniary risk, dared to assert his own authority over its pages, he never, so far as can be ascertained, exerted any effective influence in its favor. That was the height of ingratitude! Here was an humble individual, friendly to the Superintendent, ardently attached to the school cause, and willing to venture his little all for the benefit of the cause in the State, and only asking that the school men should co-operate—(at best no great profits were to be expected)—and because forsooth he dared to claim a say in its management, the State Superintendent, a bitter politician, who did not concede the possibility of improvement in his system, who wanted to make the Journal a vehicle for his own glorification, at the pecuniary risk of another, and to make it in effect a political and belligerent Journal—for this cause, forsooth, he soon cooled off prodigiously and left the publisher in the lurch—to his own resources—and thus the face of the Journal, stating that it was the "organ of the State Board" resulted in a mere sham, and was omitted—not caring to have the Journal sail under false colors. Hence also the entire "Editorial Committee" was omitted, Dr. V. B. having first threatened that unless all his articles were published his name must come off! and afterwards when it *was* taken off, he gave a very significant implied threat, which he fully carried out, by saying that "the State Board wasn't quite dead yet!"

These are plain facts. We regret to have to speak them. Justice, however, demands it, and it is immaterial what may be said publicly or privately by any one in response—such are the facts nevertheless!

[An Educational Journal is *not*, as has been assumed, per consequence *a teacher*, any more than is any other publication; neither can it be said with truth that, necessarily, he who essays to publish one sets himself up as a teacher, (of teachers i. e.) The teachers and school officers and friends of Education in Maryland were from the first (and are yet) invited *themselves* to edit this Journal. Because they stood aloof and declined doing so, the publisher was

compelled, in the midst of many other engagements, to furnish matter to fill up its pages, for which, however, fortunately he was qualified by years of experience as editor and teacher.]

All who want a live school and family Journal published in Maryland will please rally to the support of this! To your tents, O Israel!

[See other, following, items in this connection.]

As to the State Superintendent, he apparently favored the establishment of this Journal, and allowed his name to be used as Editor, therefore I had a right to expect that he would use his influence to make it a success. Instead of this, however, I soon found, for reasons stated elsewhere, he was leaving me entirely unaided—to my own resources—and seeing this, I deemed it best to cut the Journal loose from him, believing that there was everything to gain and nothing to loose by the change. In this, however, I now see I probably in one sense made a mistake, since, notwithstanding his avowed indifference to the change and his assurance of continued friendship, his whole power was thenceforward used to crush the Journal. It is evident that he exercised his influence to kill this Journal more than he ever did to establish it;* and it is strange enough too that from the beginning so little interest was manifested to secure a general circulation for the Journal, because as the school system needed all the bolstering it was possible to give it, if its friends had circulated a journal devoted to its interests (as this *then* was) it would certainly have been advantageous. The only way to account for this is that there was a sort of fatality in the matter, or as expressed in the old saw: "Whom the Gods wish to destroy they first make mad."

I certainly think, therefore, under the circumstances, all things considered, that I have a right to consider myself as having been deceived —circumstantially at least, if not essentially,—and that I was, am, and have been, entirely excusable and justifiable in casting loose from those who proved themselves so indifferent to their own true interests. I feel very sure that under the new order of things matters cannot be any worse! I will bide my time! Z.

---

*Silence is sometimes more potent than speech, and there is such a thing as damning with faint praise.

☞Those who sent us lists of subscribers last Spring are, we think in honor bound to see that all pay their subscriptions.

☞ In all transactions between man and man there is a mutual responsibility.

In commencing the Maryland Educational Journal there was an implied understanding that the school men in the State, from the State Superintendent down, would *aid* in making it a success. If they had done so all would have been well (for them,) though their *not* doing so, may make things *better* (for us.) Instead, however, very few did their part, and certainly no help came from the State Board—(except $3 for two copies.) In Cecil, Talbot, Montgomery and Baltimore counties there was a satisfactory response; in Carroll, St. Mary's, Kent, and a few other counties, were found some friends. Beyond this all was coldness and icy indifference. And notwithstanding the publisher fully complied with his promises in the prospectus upon which subscribers were solicited, and issued a journal conceded to compare favorably with others of a similar character in other States, and notwithstanding he made every proper effort to procure subscribers, and issued 1,000 copies monthly, less than 600 subscribers have been enrolled, and of these say 200 have not yet paid their subscription!

This is not what the publisher had a right to expect. He did not find that general friendly co-operation he had hoped for, but a great deal of bad feeling, envy, jealousy, illiberality and uncharitableness,—and is not bound to make himself a martyr to others' unfaithfulness or indifference!

P. S.—But we now beg pardon! We take back all we have said, and declare all concerned to have done nobly! We have just read in the "Michigan Teacher" that when *that* publication was commenced a certain prominent school man in that State promised to raise one hundred subscribers; but this very gentleman, say the publishers, "has not only never sent us a single subscriber, but, so far as we know, has never seen a copy of the Teacher!" Again, we beg pardon most profoundly—since not one of all concerned in Maryland has come down to *that!* All who promised anything have at least done *a little!* We feel greatly encouraged!

☞ It was thought by some, a year ago, that there was then an opening for, or a need of, or a disposition to sustain, an Educational Journal in Maryland. The result proves this to have been a false surmise. Aside from the general indifference which prevailed, some suspected the Journal of being "*Radical*" or Republican, and stood aloof—others accused it of being "*Conservative*" or Democratic, and gave it the cold shoulder! Between the two and amidst all it fared badly!

The publisher had the good of the cause at heart, and no desire to obtrude himself further than as such—thought the school men would

assist—appealed to them for help—receiving none, had to help himself (editorially,) for which fortunately qualified by long experience as editor and teacher. Parties who *should* have taken a pride and pleasure for the common good in actively helping to build up a Maryland Educational Journal stood aloof, forsooth, many of them, because it was a private enterprise, as if they did not care to aid any individual in making a fortune! [See article "What an Educational Journal should be," on next page.]

☞THE UNPARDONABLE SIN committed by the publisher of this Journal was, his asserting in a "Statement" in the third number,* (as a law-abiding citizen, and one who foresaw that amendments were needed) that he would favor any school system that the powers that be might devise. And yet for this he was most soundly berated; for this the State Superintendent turned against him and used his influence to break down the Journal. But truth crushed to earth will rise!

We are not so bigoted as to believe that there is only one man, or one set of men, or only one party, that can can frame a school law!

*This "statement" was submitted to the State Superintendent before being published, approved by him and published by his advice! Why did he first advise its publication, and then denounce and sneer at it? This was not acting in good faith. It was exhibiting a want of that frankness which should ever characterize dealings between man and man. It was not following the Golden Rule.

☞THE SUM OF THE MATTER IS, that the publisher of this Journal made the too common mistake of expecting *others* to help him financially, instead of helping himself. This he is now, however, doing, and with very flattering prospects—none the less thanks to those few who have really helped, or are yet disposed to help, and we need all the help we can get!

JOHN W. GARRETT, ESQ.—It affords us pleasure to be able to announce that at a recent meeting of the Board of Directors of the Baltimore and Ohio Railroad JOHN W. GARRETT, Esq., was unanimously re-elected for the tenth year as President. This is no more than a just acknowledgment of his great ability, and of the untiring zeal which has characterized his connection with this great thoroughfare for so many years.

What an Educational Journal Should Be.

THE "Massachusetts Teacher," both as to appearance and contents, has long been regarded as the model Educational Journal, and we have latterly with great interest watched its liberal course with respect to various leading topics now agitating the Educational world. But as it is published by the "Massachusetts Teachers' Association," who employ an editor, it seems that the Directors have not agreed with the editor's views, and hence he retires from the position. A lesson may be learnt from this here in Maryland, with respect to our Educational Journal. Here, unlike there, it is a private enterprise which *was to have been* under the editorial control of an association. But here, as there, the parties could not agree! And as Dr. Nelson truly said in his introductory in the October number of this Journal:—"Even if it had been possible to make it the fully accredited organ of the State Association, it is doubtful whether it could have possessed the concentration, vigor and directness of a private enterprise." And as the retiring editor of the Massachusetts Teacher, who is a live and progressive editor, says, he believes "there can be no real educational progress without educational *freedom*." Hence it follows that the correct basis for an educational journal is to have it a private enterprise under one man's control, but open, as this Journal is, to free discussion. In the words of the retiring editor of the Massachusetts Teacher:—"We look upon an educational journal as exactly adapted to the arena of fair and courteous controversy, where the most diverse opinions can meet and be compared, where all sides shall have a hearing, so that out of such debate the truth may emerge the stronger."

Let all true friends of educational progress make a note of this, and govern themselves accordingly, by sending in subscribers (with the money) and contributions to the Maryland Educational Journal, which will appear in improved style next month. No names entered as subscribers unaccompanied by the cash.

☞We expect hereafter to be better prepared to do full justice to all our friends among the publishers, in the way of "*Book Notices*," and solicit their favors.

What Schools Should Be.

IT is very evident to the close observer that the public mind is awaking to the realization of the important fact that there is and has been something radically wrong about schools generally. There is a want of practial adaptation to every day life. They produce poor, starveling results, because nature's laws are not followed. Bright, intelligent, active-minded children, curious about everything, eager to learn, are often made dull and indifferent under the deadening effect of school routine. We see this idea alluded to in various educational journals—at various Teachers' Institutes and Associations,—showing a desire for improvement in our systems of teaching. Improvement must come—teaching cannot forever lag behind the wants of the age. The community are not always going to be satisfied with schools that bear so little fruit. Public sentiment is fast educating itself up to the point of paying well for *good* teaching, and of feeling very little respect for bad; and the occupation is fast becoming a tempting field to real talent. Even now, the teachers generally, as a rule, and especially the younger generation of teachers, are very superior to the system that hampers them. The teachers themselves should carry more weight—they should organize and assert their rights —and seek to emancipate themselves from the control of school directors, or committeemen, or commissioners of other callings and professions, who know nothing of the business of teaching. Let the teachers of Maryland be consulted in the proposed or expected changes to be made in our School Law.

As a sort of side issue, intimately connected with the general idea as here referred to, but one of great importance, we notice in a recent essay read before the alumni of the Baltimore City College by James Frame, Esq., the necessity enjoined of teaching *political economy* in our schools, in order to qualify our youth for citizenship. A very important necessity in this country, in view of the important functions which fall to the lot of every man, and the meagre preparation which most scholars receive for the performonce of those functions.

Good Roads and Good Schools.—In Maryland, just now, the public mind is considerably exercised in regard to securing good roads and good schools—both of which are sadly needed.

Correspondence.

T. L. TO F.

IT is customary when different opinions prevail about anything, to make up a case, so that it may all be debated in a friendly manner. In this way we made up the November article, that persons like "F." who are favorable to the present school system, its books, and its supervision, might have an opportunity to give us some strong arguments in its favor, and urge its continuance. We never suspected it was going to "vex" anybody, and if a few *suggestions* only, vex, what would a *change* in any of the ways suggested?

It is not believed or declared by any one of the opponents of the present "rational school system," that it has not done some good,—that it has not some valuable features; for the improved school buildings alone, as *one* of the results of the system is worthy of all praise; but the whole law was introduced and passed in a most exceptional manner; forced, in fact, on the people and on the Legislature, and had to be repealed, that a law may be made in accordance with the principle that the people rule.

If "supervision is the life of the system," then there must be some absolute necessity for it in teaching which does not exist in other professions; and can only be explained, either that teaching is not a profession, or, that the persons mostly engaged in it, are very unfit for it, and hence require a master mind to plan and to direct their operations. If we admit this, then the question arises is the present mode of supervision sufficient? We think not. It would require more visits to the school rooms than any one superintendent could possibly give throughout a whole county. The present plan has, of course, some uses; "air pump explanations," for instance; but, we contend, that the expense of it is far more than its real utility.

There is but one way to have good schools, and that is to have qualified teachers. The State has a right, when she contributes her funds, to require this by some system of examinations and certificates. What we need most of all, is, *funds;* give us a plan by which, through the State, the county, and the parents, a liberal salary for the teacher, and means for the incidental expenses of the school can be realized, and we will not find the want of Superintendents, should the new law abolish them, so distressing.

From the "various educational contrivances" on hand we hope, yes we are sure we will have a good system. There never was good system that somebody somewhere could not find another. Let us have friendly discussion.

T. L.

For the Young Folks.

☞Whom to tell about this Journal,—

KT, T, LN, ON, E, RY, MA, LA, , JN, & NE 1 U C.

Puzzle.—The following shows what is scorned on the battle field :—

"There, now," cried a little girl, while rumaging a drawer in a bureau, "there now, grandpa has gone to heaven without his spectacles."

A Puzzler.—A little friend of ours, a few days ago, while coming down stairs, was cautioned by his mother not to lose his balance. This question which followed was a puzzler : "Mother, if I should lose my balance, where would it go to ?"

☞Solve this :

If the B mt put :
If the B . putting :
If the grate be empty, put coal on.
If the grate be full, stop putting coal on.

A lady told her little five-year old brother to "go to mother, and give her my respects, and ask her for my thimble." The little fellow being slow in returning, was asked what he was doing. "I am looking for your respects," was his reply.

West Virginia Normal.—The building for the West Virginia State Normal at Fairmount is progressing, and is to be the largest and most elegant in architectural style ever built in that place.

Cheap Houses.—Thousands of people in town and country would like to build tasty, yet cheap and comfortable houses if they knew how. S. T. Fowler, of Brooklyn, N. Y., issues a manual of instruction at 40 cents for an improved method of building with concrete, which all who contemplate building should read.

Notices of Various Publications.

Harpers' Monthly Magazine—magnificent—the king of magazines.
Harpers' Weekly—we would think it hopeless to compete with it.
Harpers' Bazar—the best weekly fashion paper published in America.
The Medical Eclectic Magazine, by Dr. Buchanan, Philadelphia—good.
American Artizan—an invaluable companion to all practical men.
Masonic Review, Balto.—We wish the craft plenty of *esprit du corps.*
Phrenological Journal—one of the most liberal and readable published.
The New Eclectic Magazine, has moved from Richmond to Baltimore.
American Agriculturist, N. Y., a superior and superbly illustrated paper.
Family Treasure, Cincinnati—an excellent family magazine.
Riverside Magazine, N. Y.—a splendid and sprightly illustrated paper.
Demorest's Fashion Magazine and Young America are superb.
Daughaday's School Visitor, Phila.—very fine and pushing with energy.
People's Weekly, Balto.—Devoted to literature, news and odd-fellowship.
Little Corporal, Chicago—Alive and kicking as ever, won't be outdone.
Southern Boys and Girls, Monthly, Richmond, has been improved.
Student and Schoolmate, Boston—our favorite among the juveniles.
Our Young Folks, Boston, is amongst the most attractive for the young.
Little Chief, Indianapolis, shows the Hoosier State to be up to time.
Mother's Journal, Chicago, deserves a much more extended circulation.
The Nursery, Boston, is the only thing of the kind published in America.
American Naturalist, Salem, Mass., issued in supeior style, and is good.
The Post is a new daily penny paper in Baltimore, and is very clever.
Littell's Living Age, Boston, still holds a high place amongst its rivals.
Sunday School Teacher, Chicago, is a monthly magazine of merit.
Sunday School Times, Philadelphia, is a weekly paper of talent.
Massachusetts Teacher is the model school journal.
Michigan Teacher is rather superior to its model; now in its third year.
Illinois Teacher is one of the very best.
Minnesota Teacher, shows that the people of this new State are awake.
N. Y. Teacher and American Educational Monthly promises success.
Ohio Educational Monthly is an excellent school journal.
Pennsylvania School Journal, Lancaster, appears to be improving.
Pennsylvania Educator, Williamsport, can only be improved in dress.
The New Eclectic, Baltimore, *should* have the support of Marylanders.
Scott's Journal of Information, N. Y., is a grand advertising dodge.
Rural Gentleman and the American Farmer, Balto., are good journals.
"The U. S. Mail" is a valuable postal paper, $1 a year, New York.

Local School Intelligence.

City Superintendent.—Wm. R. Creery, Esq., has been chosen Superintendent of the Baltimore city public schools. An excellent appointment.

Somerset County.—Henry A. White, Esq., President of Somerset County Board, in his excellent second annual Report, which we regret we have not space to print entire, says of the present school system as follows:—

While my official connection with the present system, *as a whole*, has convinced me that it is equal to that of any other State—it has not failed to convince me also, that it should be amended in many of its details. We would have the system amended, but not *destroyed*—amended by retaining its good features, and rejecting the bad—so amended, that it will possess all its present advantages, without its disadvantages. Let this be done, from time to time, as experience may dictate, and in the process of time we shall have a system as perfect as human legislation can make it.

Allegany County.—At the recent meeting of the county teacher's Institute or Association for this county abundant evidence was given that, as a class, the teachers of Allegany county are not second to those of any other county in the State, and that in the person of James M. Shober Esq., they have an efficient and popular county Superintendent. We can add our testimony to that of others by saying that during our official intercourse we have ever found President Shober courteous, wide awake and fully absorbed in the business of his office and devoted to the educational interests of the county.

Prince George's.—In upper Marlboro' a gentleman has presented to the Female Public School of that town a donation of upwards of a 100 volumes of books,—an example worthy of imitation.

"Harpers' School and Family Slate Card."—These cards conveniently attached to a slate, ingeniously ruled for the purpose, are valuable aids in helping the tyro to learn to write and draw, and should be generally introduced.

"A Text Book of Ethics," for Union schools and Bible classes by Joseph Alden, D. D., LL. D—A. S. Barnes & Co. The importance of moral culture in schools cannot be over estimated, and this book will be a valued aid in this deparment.

Dialogue

BETWEEN a friend of this Journal, and one of the many good School men and pretended friends of a State Educational Journal who have stood aloof (instead of subscribing and helping on) so that they might have to say in their prophetic wisdom, "Aha!" Talking of this Journal:

A.—"That editor is bound to cheat his subscribers."

B.—"No. Zevely happens to be an honest man."

A.—"If that be the case, and he is really honest, he is bound to go up the spout; there is no alternative."

The above is a true and veritable conversation that occurred some months since; and we would respectfully ask, if even the Journal were to suspend, (as above intimated) who would be the most cheated party? Certainly not those subscribers who have failed to pay their dues! Neither those who have not subscribed at all!

Many who called themselves good school men in Maryland, and who pretended to want to see a school journal published, acted towards this from the first as if it was bound to fail, and therefore they refused to help it along! instead of combining together in its support and thus securing success. But this Journal is not dead yet—it "still lives," and Zevely does not expect to "cheat" anybody—he rather expects to be cheated!

"PUBLIC INSTRUCTION."—We have received a very well and temperately written article from Rev. Samuel K. Stewart, President of the Worcester county school Board, in reply to the article under the above head in the November number signed "T. L;" which we will publish as soon as we can find room for it—as it covers nine closely written pages MSS. This is the only communication per contra received by us for publication, though we have received a few *testy* private notes on the subject, in very bad *taste*.

"ELEMENTARY ARITHMETIC FOR THE SLATE," in which methods and rules are based upon principles established by induction, by John H. French, LL. D., is put out in the Harpers' usual attractive style—220 pps. The series consists of five books: First Lessons, Elementary, Mental, Common School, and Academic arithmetic.

An Oasis.—(*The Dawn ?*)—as reported to us by Robt. F. Dodson, Esq., Secretary, at a meeting of the Teachers' Association of the third School district of Anne Arundel county, in Anapolis, recently, a Resolution commendatory of this Journal was unanimously passed. We make our most profound *salaam* for this, and ask others to do likewise.

☞We also chronicle with pleasure the fact that latterly we have been cheered with other tokens of appreciation.

"The best Paper in the World," is the title which certain publications arrogate to themselves; but we opine that the question as to which is really "the *best* paper in the world" is still an open one—quite as much so as which is the *worst*, though we have never yet *seen any* paper that was not worth its subscription price.

"Scotts' Journal of useful Information for the People," is a beautifully printed pamphlet of 50 pages to be issued quarterly at $1 per annum. The first number is before us and is worth a quarter—containing a variety of valuable information.

"The Rural West Virginian & Monthly Journal," is a sixteen page pamphlet to be issued at New Creek, W. Va., at $1 per annum by Messrs. Gosorn, devoted to the Educational and Agricultural interests of West Virginia. Success to it.

Query.—Why was the resolution referring to the Maryland Educational Journal passed at the late meeting of the School Commissioners in Baltimore suppressed in the published proceedings of that convention?

Apparent—at Last!—At the recent farewell meeting of the State School Commissioners in Baltimore, one thing was evidently apparent in the remarks made, that the present school system is not perfection, as has heretofore been assumed by certain ones!

☞The irreducable school fund of the State of West Virginia is stated to be $175,000, and annually increasing—of which the interest alone can be used for school purposes.

☞There is to be a college for freedmen at Harper's Ferry, West Virginia.

Dignity.

LIKE the doctors, preachers, and other professional men who carry canes—gold, silver or ivory-headed, or the plain shepherd's crook, as they happen to have means or liberal friends—to add to their *dignity*, the so-called Educational or School Journals of our land seem to stand much upon that scholastic dignity which is thought to comport best with a literary character. The consequence is, their contents are usually heavy, dry and uninteresting to the general reader; and consequently, also, they address themselves for patronage solely to teachers as such, who for the most part are so poorly paid that they cannot afford to pay for many such journals. This of course restricts their circulation, and every way cripples such publications. Whereas if they were to present a greater variety, by enlarging their views of "Education," it might be better not only for themselves, but also for the people, who would thus be induced to be informed upon matters now quite a sealed book to them:—the labors, difficulties, trials, disappointments, the joys and sorrows, the lights and shades of a teacher's life.

As the world goes, many things highly useful to all must still be like pills, "sugar-coated" or gilded to induce the people to "take" them.

There ought to be a closer bond of union and sympathy between parent and teacher, and the reading of such a journal would promote this.

Three Hints about Schools.

The appearance of a large school is astonishingly satisfactory if it be very still. Visitors praise the quiet school. But teachers know that folded arms compress the chest, and tip-toe steps are very awkward, and quiet idleness is stupid. Hence no teacher should allow himself to spend time and strength upon perfecting a faultless school.

Examinations and public exhibitions redound very much to the credit of a school. They catch the eye and ear of a careless public. But every teacher knows their cost. They cost more than they come to, if the welfare of the scholar be the paramount consideration.

The benefit which a scholar gains from study at school is of two kinds:—1st, discipline and strength of mind, and 2nd, valuable preparation for a life of labor. Thus *algebra* is much studied, but it gives no preparation for life or labor, because no one uses algebraic notation in any of the common labors of life. Not so with *geometry*.

THE ECLECTIC MEDICAL JOURNAL,

of Pennsylvania, published monthly, contains forty-eight pages of original matter. Price $1 per annum. The contents are suited to the masses. Premium engravings valued at $2 given to all subscribers. Specimen copies free. Please address JOHN BUCHANAN

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ANNOUNCEMENT.

After much delay and many disappointments, the PUBLISHERS are happy to announce that they are now able to furnish in their best style of manufacture,

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Thorough and Comprehensive in its Character,

and while it does not cover the whole ground of this branch of Mathematics, yet so far as the subject is treated, it is

PROGRESSIVE AND COMPLETE.

and it is confidently believed that in literary and scientific merit the work will more than justify the expectations of those who have waited long and patiently for it.

The *Key* to the above is in preparation, and will be ready in March, 1868.

Address the publishers,

Ivison, Phinney, Blakeman & Co.,

47 and 49 Greene Street, New York.

Maryland Educational Journal,

A SCHOOL AND FAMILY MONTHLY;

BY E. S. ZEVELY, Baltimore; $1.50 a Year.

The publisher of this Journal has concluded to make the "FAMILY" department more prominent, and its pages will hereafter be illustrated with engravings.

Several distinct departments will be maintained, and distinctly marked with separate headings:—one will be devoted strictly to School matters—another to Literature—another to the Fine Arts—another to the Fashions for the ladies—another to Fun and Fancy—another for the Little Folks—while also there will be an *Editorial* head for familiar chit chat with the reader, and to promote mutual acquaintance.

☞No publication of the kind now in Maryland or elsewhere.

Now is the time to subscribe. Money remitted by mail at publisher's risk.

Great inducements to agents and liberal deduction to clubs.

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☞Specimen copies sent free to all who will act as agents.

THE NORWICH SONG ROLL.

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With the aid of the Stencil plates any hymn or song can be readily printed, so that a school can be furnished with new pieces without the expense of new books.

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E. S. ZEVELY'S

MONTHLY BULLETIN.

No pent up *Maryland* contracts our powers, The whole unbounded Continent is our—field of operations.

VOL. 4, No. 2. CUMBERLAND, MD., FEBRUARY, 1868. WHOLE No. 38.

☞ Next month (February) will be issued No. 2, of Vol. 4 of E. S. ZEVELY'S Monthly Bulletin, Devoted to News, Postal affairs, Education, Business, and other matters, at only 25 cts. per anuum.—

By E. S. Zevely, of the Md. Educational Journal.—formerly of the Cumberland Weekly Bulletin, N. C. Beacon, Greensboro Patriot, Cincinnati, O. Daily News, Washington Correspondent, Teacher, Artist, and so forth, &c, etc.

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On receipt of 65 cts I will send by mail prepaid a specimen copy of either the teachers' or professors' records. H. S. M.

THE RURAL GENTLEMAN,

A JOURNAL OF AGRICULTURE, HORTICULTURE, RURAL ECONOMY, etc.

Published on the First of each month, by J. B. ROBINSON & Co., No. 2, North Eutaw street, Baltimore, Assisted by a corps of able contributors. $1 a year in advance.

HARPER & BROTHERS, Publishers, New York City.

WILLSON'S READERS.

The Objects aimed at in their Compilation.

The leading objects aimed at in the preparation of the School and Family Series of Readers have been,

1st. To prepare a Series that shall furnish all possible means which books can afford for correct and successful instruction in the "art of reading," and, especially, for the formation of *correct* HABITS of reading at the very beginning of the pupil's course. Connected with these objects, the plan of the lessons in the early Readers involves, more than in any other series, the constant cultivation of the *perceptive* faculties, as being those which are first and prominently called into exercise in the Natural Order of Development. For the manner in which these important ends are sought to be attained in the early Readers, see the following six pages.

2d. To impart, as far as may be consistent with giving prominence to the *rhetoric* of reading, as great an amount and variety of interesting and useful information as possible. To this end the author has aimed to *popularize*, to the capacities of children, many of the Higher English Branches of study, especially the Natural Sciences and the Departments of Animal Life; and, in order to impart interest and give variety to these subjects, he has sought to throw around them all the charms which poetry, and vivid description, and incident, and anecdote, and the best illustrations can lend.

This plan, which is fully carried out in the Higher Readers, aims at

Important Educational Results,

far beyond the design of ordinary reading-books. We ask the attention of all who are interested in the subject of Popular Education—as all should be—to the following considerations:

It is well known that it is utterly impossible to introduce *at all*, as subjects of study and recitation, into our Common or Public Schools, or, to any great extent, into our Academies and Seminaries, what are usually called the Higher English Branches of study, such as Human Physiology and Health, Ancient and Modern History, Natural Philosophy, and the various Departments of Natural History and Natural Science, including such subjects as Animal and Vegetable Life, Agricultural Chemistry, Physical Geography, Geology, Astronomy, Moral and Intellectual Philosophy, etc.; and yet all of these subjects contain many things of great utility which children can understand, and which they will be deeply interested in, if presented in a proper manner. *All* of these subjects, indeed, treat of *matters of every-day life* which are constantly falling under the observation of children, such as *their own bodies*, their curious structure, and their conditions of health and disease; the plants and flowers which they meet with by the way-side; the pebbles which they gather from the brook; the animals they see; the birds to whose music they listen; the insects whose curious forms and habits they notice; even the *stars* which they gaze at with childish wonder; the actions of their own minds; and the questions of right and duty which even children are daily discussing. Although it has long been customary to cloak all these *common things* under the garb of "Science," and debar a knowledge of them from all but the favored, liberally educated *few*, yet these are the very subjects which *all* ought to have, and may easily have, some knowledge of: they are subjects which every intelligent parent who does his duty frequently *talks about* to his children, and some familiarity with which forms one of the marked distinctions between the children of intelligent and those of ignorant families.

If we would make our schools real nurseries of intelligence, we must make them conform more to the character of intelligent families; and if we would impart *some* knowledge of the subjects here referred to—if we would open their beauties and treasures to *all the children* in our schools, and instruct the *teachers* in them also, and thereby incite to a more liberal and far more extended mental culture, it must be done through the medium of the *reading-books*, which *all* use. There is no other possible way of attaining the object in view; and if the reading-books can be made to subserve *this* end, while they fully answer their own legitimate purposes, they will possess thereby a double utility. *Can* any reading-books be made to secure this two-fold object—a complete adaptation to reading purposes, and instruction? Do Willson's Readers accomplish the desired results? That they do, the testimony which we offer in these pages seems to us full and satisfactory; but if any additional testimony is required, send for our EDUCATIONAL PAMPHLETS which contain numerous additional and far more extended notices and testimonials.

State Adoptions of Willson's Readers.

The State of Indiana,

by the action of her State Board of Education, officially adopted Willson's Readers in March, 1863. The Board say:

The books and charts of the School and Family Series, by Marcius Willson, and published by Harper & Brothers, are decided improvements in the line of Educational Agencies. They are new in plan, and new in the application of Natural Principles to the art of instruction; and they differ widely from all other Charts and Readers in use in our schools. But new though they are, they have been fairly and extensively tested in a large number of the best-conducted schools of the country with highly satisfactory results.

The lessons which the Readers contain are chosen with great discrimination and good taste, and they present a wide range and great variety of literary, scientific, and miscellaneous matter. The several books of the series are not only appropriately graded and happily adapted to the progress of the pupil in the art of reading, but they introduce to him the Natural Sciences in so elementary and pleasing a way, that their principles, many of their details, and a tolerable knowledge of their application to the affairs of life, are acquired while learning to read. The *manner* in which the whole is presented is as interesting as the *matter* is instructive and profitable.—SAMUEL L. RUGG, *Superintendent of Public Instruction and President of the Board.*

From Hon. G. W. HOSS, *present State Superintendent of Public Instruction, Indiana.*

Willson's Readers are remarkable books. They raise a most important educational problem, namely, Can skill in reading and knowledge in the physical sciences be successfully acquired at the same time? If practice shall answer this affirmatively, these books, in my judgment, stand without a rival.

The State of Kansas

officially adopted Willson's Readers in May, 1862.

From the first subsequent Report of the State Superintendent, Hon. Isaac T. Goodnow, we extract the following:

Willson's Readers have been substituted for M'Guffey's. This is a change eminently fit to be made. The series stands head and shoulders above *all others*. To examine these Readers is to be convinced.

While they possess *all the excellences of other Readers*, they contain, in the most attractive form, a synopsis of Literature and Science, illustrated in Harper's best style with beautiful engravings, which present to the eye, on the Object System, the subjects of the lessons. The Natural Sciences, divested of technicalities, enlivened by incident and anecdote, and adorned by poetic selections, are here presented in a new and attractive light.

From the Second Report of Mr. GOODNOW.

Never has a change met with a more hearty approval. A Spartan king, when asked what a child should be taught, answered, "What he needs to know when he becomes a man." Willson's Readers are an embodiment of this idea. Considering the amount of reading-matter, illustrations, paper, and style of binding, they are *the cheapest Readers extant.*

The State of California

also adopted Willson's Readers in 1863.

Extract from the published Report of Hon. JOHN SWETT, *Superintendent of Public Instruction for the State of California*, 1864.

WILLSON'S READERS, CHARTS, AND SPELLERS.

No other books adopted are destined to work so radical a change for the better, in methods of instruction, as Willson's Readers. They are in reality a series of elementary books on Object Teaching or on Common Things. No other books were ever hailed by children with such delight. They fill a great want hitherto existing in our public-school education. While our scholars have been crammed to repletion with rules of arithmetic, rules for parsing, and lists of names in geography, the whole natural world has been to them comparatively a sealed volume. They have gone from school ignorant of physiology and hygiene; ignorant of botany; ignorant of the wonders of the vegetable world; ignorant of the animals by which they are surrounded; ignorant of birds, fishes, minerals—mere babies, in fact, in all which it concerns them most to know. Their perceptive faculties, embracing sensation, perception, attention, and observation, have never been systematically trained. The expressive faculties, comprising feeling, affection, emotion, passion, imagination, fancy, association, imitation, and description, have been left to their own unaided development, or suffered to remain utterly dormant. The reflective faculties, whose proper sphere it is to be called into play when facts have been accumulated by other faculties, have been ridden to death on the hobby of arithmetic, as if children were only calculating machines, and were capable of comprehending only mathematical abstractions. Willson's Readers contain the elements of Natural History, Natural Philosophy, Physiology and Hygiene, Chemistry and Mineralogy; birds, beasts, flowers, insects, reptiles, minerals, and vegetables are talked about in a familiar way; and all handsomely illustrated. *They are, in my opinion, the most valuable books that can be placed in the hands of our school-children.* The illustrations in the Readers are exquisite. No other school-books have ever been published which can compare with them in this respect. Very few of the larger and more costly scientific books are so fully and elegantly illustrated. An objection has been urged by some martinets in elocution that they contain too few declamatory and rhetorical selections. It is one of the chief merits of the books that the stereotype speeches and stage extracts which have gained a residence in all School Readers since the days of the old "English Reader" have been superseded by sensible reading, capable of being understood by children.

From the more recent Report of Mr. SWETT, *as published in the California Teacher of January*, 1865.

Willson's Readers and Spellers have stood the test of the school-room, and have exceeded the most sanguine expectations of those who favored their adoption. A great majority of the teachers are fully satisfied that Willson's Readers make a new era in common-school instruction. By the children, whose keen perceptions, unbiased by prejudices, often lead to the very best conclusions, these Readers have been hailed with universal delight.

The State Board of Education of California have recently READOPTED *Willson's Readers for a period of four years from Dec.* 8, 1866.

The State of Maryland

adopted Willson's Readers in 1865.

From Hon. L. VAN BOKKELEN, *State Superintendent of Public Instruction, Maryland.*

During my visits to schools, and in conference with School Commissioners, I have carefully inquired concerning these Readers, and find them acceptable both to teachers, parents, and pupils.

My apprehension lest they should prove better adapted for teaching Natural History than for elocutionary reading has been removed, and it gives me pleasure to say that I am convinced that, while making good elocutionists, valuable information is imparted to the children by the use of this Series.

The larger proportion of Public School pupils do not attend long enough to pursue the several branches of Natural Science as distinct subjects of study. To such Willson's Readers are invaluable, and help to develop the intelligence of our children to a degree not only gratifying, but astonishing. Reading-lessons are now among the most interesting and instructive school exercises. Under the guidance of a qualified teacher, they become suggestive of topics of thought and discussion which furnish themes for conversation at home as well as at school.

The Readers are extensively used in the *families* of the state, having a charm for mature minds, recalling most pleasantly interesting facts and principles.

By the addition of the Third and Fourth Intermediate, sufficient emotional reading is supplied to satisfy those who desire an increased number of such exercises.

I most cheerfully recommend the Willson's Series not only for public and private schools, but for use in every family.

Utah

adopted Willson's Readers in 1864.

The State of Nevada

adopted Willson's Readers in 1866.

SUCCESS OF WILLSON'S READERS.

TESTIMONY FROM MARYLAND.

OCTOBER, 1867.

Willson's Readers were adopted by the State Board of Maryland in 1865. The following correspondence with the State Superintendent of Public Instruction of Maryland and the superintendent of schools in Baltimore City shows conclusively that they have proved a complete success:

Letter from HARPER & BROTHERS *to* Rev. L. VAN BOKKELEN, D.D.

"*October* 10, 1867.

"Rev. L. VAN BOKKELEN, State Superintendent:

"DEAR SIR,—We have had our attention called to a circular headed 'Willson's Readers a failure—tried and found wanting,' purporting to represent the result of their use in your state since their adoption by the State Board of Education.

"May we ask whether you have on file in your office any expression from the school trustees or the teachers of the state that would indicate their opinion of said Readers? If so, we would consider it a great favor to receive copies of the same, or their purport, as we can not believe that they will justify any such circular as the one referred to.

"An early answer will oblige Yours truly,

HARPER & BROTHERS."

To which Superintendent Van Bokkelen replies as follows:

"*State of Maryland, Dept. of Public Instruction, Superintendent's Office, Baltimore, Oct.* 1867.

"MESSRS. HARPER & BROS.:

"DEAR SIRS,—I have your communication informing me that your attention has been called to a circular headed 'Willson's Readers a failure—tried and found wanting,' purporting to represent the result of their use in the public schools of Maryland since their adoption by the State Board of Education.

"You ask whether there is on file in this office any expression from school trustees or others that would indicate their opinion of said Readers.

"In reply, I have the pleasure to refer you to the following extracts from letters received of the county superintendents of public schools, and from the superintendent of the public schools of the city of Baltimore.

"Very respectfully yours,

"L. VAN BOKKELEN.

"P. S.—I send expressions from Baltimore, Calvert, Carroll, Howard, Kent, Prince George, Queen Anne, Somerset, Talbot, Washington, Worcester, Harford, Frederick, Montgomery, Cecil, and St. Mary counties.

"From Anne Arundel I will have no response. Dr. Anspach, the superintendent, died lately, and Mr. Thompson, his successor, has had no opportunity to judge.

"I will have letters from the other five counties soon."

From J. N. M'JILTON, D. D., *Superintendent of Baltimore City Schools.*

"The change from Willson's to M'Guffey's Readers did material damage to our schools. Of this I have most positive evidence in the result of the last annual examination of the grammar-schools. So far from making progress in their reading, the classes have deteriorated in a considerable degree."

From J. N. CHRIST, *Superintendent of Carroll County, Maryland.*

"After using at different times most of the prominent series of Reading Books, I have no hesitation in saying that I consider Willson's Readers better adapted to the requirements of our Public Schools than any other I have ever used. They are now receiving the unqualified approval of every teacher in the county."

From J. W. THOMPSON, *Superintendent of Queen Anne County.*

"As to the acceptability of Willson's Readers, I can say that they have been universally approved by our teachers. In my judgment they are all we want as Readers. They not only contain every variety of reading, and rules as to the proper manner of teaching it, but there is so much instruction contained in them that they are very interesting to the pupils. They are also much used by the members of the family who are too old to go to school, as amusing and instructive reading."

From THOMAS A. BOULT, *Superintendent of Washington County.*

"I consider Willson's Series of Readers superior to others, because they are arranged according to the 'Object Lesson' theory, and the Primary Readers are thus better adapted both to teachers and pupils. To the child with ordinary capacity it is a pleasure to learn to read in them.

"The higher numbers are preferable to those of other series on account of the vast fund of general information in the natural sciences that they contain, and of which very many pupils would remain totally ignorant through life did they not obtain it from these Readers at school.

"By a proper use of this series the reader learns to read correctly and understandingly, and escapes contracting that monotonous drawl so common to schoolboys. We have been using this series of Readers in our county with marked success."

From H. A. WHITE, *Superintendent of Somerset County.*

"Willson's Readers have given very general satisfaction in our county, and have proved eminently successful in our Public Schools. The First and Second Readers have elicited special commendation from our teachers as being the best for young beginners they have yet seen."

From HOWARD MEEKS, *Superintendent of Kent County.*

"I believe the main objects of any series of books of this kind are better attained in Willson's than in any other of which I have any knowledge.

"These objects are to make good readers and to impart useful information. The first is sought to be accomplished in the first numbers of the series and in the earliest stages of the child's progress, while the latter is certainly gained in the higher numbers.

"I have used M'Guffey's, and was always impressed with the lack of suitable exercises for beginners."

From SAML. A. HARRISON, *Superintendent of Talbot County.*

"I have heard no complaints from the teachers of the Willson's Readers, which are now in general use in our county. Those lowest in the series are most commonly in the hands of our children, and we are using them advantageously.

"The beauty of Willson's Readers is not equaled by any school books with which I am acquainted, and the material qualities of whiteness of paper, clearness of typography, and elegance of illustration are not to be lightly esteemed."

From S. K. Dashiell, *Superintendent of Howard County.*

"Willson's Series of Readers, now in use in the schools of the state, are very acceptable to the patrons of the schools in this county. They are approved by the teachers and interesting to the pupils—much more so than M'Guffey's would be. As a practical teacher of twenty-one years' standing, I decidedly approve of these books."

From R. C. M'Ginn, *Superintendent of Baltimore County.*

"The Readers of Willson's Series have been in use in the public schools of Baltimore County for the last two years.

"The teachers have almost unanimously expressed themselves as well satisfied with these Readers, believing that in variety of matter, in methodical arrangement, and in general adaptation to the wants of the scholars, they are equal to any text-book now in use."

From Saml. K. Stewart, *Superintendent of Worcester County.*

"I think Willson's Readers admirably adapted for use in schools. I am confident that they have proved so in our county.

"They begin with those simple sentences which the child just learning the sounds of the letters may readily read, while they are at the same time such as will interest him. Advancing gradually, they tend to make the pupils thorough in the correct principles and rules of reading.

"Another advantage of these Readers is the valuable information imparted by the reading exercises of the advanced numbers.

"I think Willson's superior to all others that I have seen."

From John H. Bayne, *Superintendent of Prince George County.*

"I decidedly prefer Willson's Series of Readers to any I have seen. I think it may be said that the series is universally acceptable to the teachers and useful to the pupils."

From John R. Quinan, *Superintendent of Calvert County.*

"I have no hesitation in saying that, whether we regard the typographical execution and beauty of illustration, the variety and interesting character of their contents, or their practical utility as text-books in the art of reading, they surpass any readers that I have ever examined or seen employed in this county.

"In this opinion I am sustained by the experience of all our teachers, who have frequently declared to me that their best and *most natural* readers are their younger pupils, whose instruction has been confined to Willson's Series."

From Rev. T. S. C. Smith, *Superintendent of Harford County.*

"It is not enough to say simply I am pleased with Willson's Readers, but I am free to give as my opinion that they have few equals. Teachers whose opinions are worth more than mine say they have used them with better success than any other series. I have made special inquiry of well-educated and successful teachers in reference to books generally, and no one has yet failed to praise 'Willson's Readers.'"

From W. H. Farquhar, *Superintendent of Montgomery County.*

"In regard to Willson's Series of Readers, I answer that, measured by the test of the school-room, their value stands unquestionably high. They have given more satisfaction to the patrons than any of our books. Patrons seem to think that their children are getting something of value in the mass of knowledge therein contained. We have never been able to keep the schools sufficiently supplied with the Readers."

From Dr. L. H. Steiner, *Superintendent of Frederick County.*

"You ask the comparative merits of Willson's and M'Guffey's Readers. This question is startling, quite as startling as though asked to give an opinion on Pike's Arithmetic as compared with Davies's, Greenleaf's, or Robinson's. I had looked upon M'Guffey's books as so utterly dead that no one ever thought of their introduction at the present day. When Readers were carelessly compiled, imperfectly illustrated, and badly printed on inferior paper, *then* M'Guffey's had some right to be considered not as bad as their competitors for public favor; they never could be called good.

"We have used Willson's First and Second Reader in our schools with very great satisfaction to the teacher and scholar. The scholars are very much pleased with the Readers, and their progress is as great as could be expected.

"The Third Reader is quite well adapted as a successor to the Second. We do not use the Fourth and Fifth."

From Rev. Dr. James Bunting, *Superintendent of St. Mary's County.*

"We have used the Willson's Series of Readers with great acceptability to the teachers and advantage to the pupils."

From F. A. Ellis, Esq., *Superintendent of Cecil County Schools.*

"With regard to Willson's Readers, I feel well assured I speak the sentiments of a large majority of the teachers of this county when I say that they are preferred to any other series heretofore used.

"With reference to a comparison between the Willson and M'Guffey series, I have inquired of Mr. Newman, one of our very best teachers. His reply was that he greatly preferred Willson's Readers. He regards them, especially the lower numbers, as the best he has ever seen."

FARTHER FROM BALTIMORE.

Dr. M'Jilton further writes, in reply to a letter sent October 10th, of the same character as the one addressed to Dr. Van Bokkelen on the same day and copied above, as follows:

Office City Superintendent Public Instruction,
Baltimore, October 13th, 1867.

"Messrs. Harper & Brothers:

"Yours of the 10th has been received. In reply I have to state that my examinations of our schools have proved that Willson's Readers, so far from being a failure, are a *decided success.* We never had as perfect reading in our schools as has been produced by Willson's Series. The Readers have been tried, but they have not been found wanting.

"I was accompanied in my visits to the schools by the chairman of the joint committee of education of the two branches of the City Council. His testimony corresponds with my own. In their grades the Readers are well adapted to the classes in which they are used. With but little assistance from the teacher, they enable the pupils to *feel* their progress, and thus they encourage their advancement.

"In regard to the evidence given by our teachers in favor of another and much lower series, it is not unlikely that it was procured by interested agents as a matter of personal favor. Signatures are frequently obtained in this way, while those who give them are not informed of the use that is to be made of them. Respectfully,

"J. N. M'Jilton,
"Superintendent of Public Instruction."

"As a personal witness of the examinations referred to in the above, I am obliged to state that my experience fully accords with that of the superintendent.

"Samuel A. Ewalt,
"Chairman of the Joint Committee of Education of the First and Second Branches of the City Council of Baltimore."

Willson's Readers a Success.

WHAT NEW YORK CITY SAYS ABOUT THEM AS COMPARED WITH OTHERS.

The School System of New York City presents peculiar advantages for testing the comparative merits of Reading-Books, inasmuch as the Teacher is allowed to select from nine different series, and the Superintendents annually examine every class, and mark its comparative deficiency. Teachers, therefore, select the Books with which they can produce the best results; and as their professional reputation would suffer by comparative failure, none can afford to use an inferior Book as a favor to Publisher or Agent.

Willson's Readers were adopted for use in Public Schools of New York City in November, 1860. That they surpass all other series in the amount of valuable information imparted is conceded by all teachers; and we have heretofore published a large amount of testimony from those who are using the books, to show that they are not excelled by any other series as manuals for *Elocutionary Reading.* We here present the testimony of the New York City Superintendents on this point, as deduced from an experience of more than four years in the use of Willson's Readers.

The Board of Education employ a corps of competent Superintendents, whose duty it is to decide upon the qualifications of Teachers, to issue to them certificates or licenses, and to keep themselves and the Board thoroughly acquainted with the results of the labors of these Teachers.

Hon. S. S. Randall has held the position of City Superintendent since June, 1854. He has associated with him Messrs. Henry Kiddle and William Jones as Assistant Superintendents, the former since May, 1856, and the latter since December, 1856.

The following question was submitted to these gentlemen in April, 1865:

"In the examination of the schools under your superintendence, in which there are so many series of Readers in use, have you discovered any *comparative deficiency in Elocutionary Reading* in those schools or classes where Willson's Readers are used?"

To which they respectively responded as follows:

Superintendent Randall, under date of April 26, 1865, says:

"In reply to your inquiry, I have to state that in the examination of the schools under my charge, among the great variety of Readers in use, *I have never discovered any comparative deficiency in elocutionary reading in those schools or classes where Willson's Readers are used.*"

Mr. Kiddle, under date of April 22, 1865:

"I would state that the undersigned has *not* noticed any comparative deficiency in elocution or reading in the numerous classes which are now instructed by means of the Readers to which you refer. On the contrary, I have uniformly found these classes as expert and proficient in the art as any I am required to examine."

Mr. Jones, April 24, 1865, says:

"I have examined Mr. Kiddle's testimony as given above. My experience entirely corresponds with his."

During the year 1866 the Teachers called for 20,800 volumes of Willson's Series, and only 8092 volumes of McGuffey's, although the latter were on the list at least ten years before Willson's were published (1860).

The following have recently been received from Principals of the Public Schools of New York City:

From THOMAS HUNTER, *Principal of Ward School No.* 35, *May* 11, 1865.

I have used Willson's Fourth Reader for some time in a class of second grade, and am happy to state that the teacher, the scholars, and the parents are highly delighted with it.

The *teacher* prefers it because it allows that necessary alternation from elocutionary to scientific reading-matter which assists materially in correcting the "sing-song" style of enunciation into which beginners are so liable to fall.

The *scholars* are pleased with their "new Reader" because it contains interesting matter illustrated by handsome pictures. In fact, *I have found them reading this book during their recess.*

The *parents* like it because it is full of that useful information the reading of which has a tendency to create and foster a taste for scientific knowledge.

In connection with the above I would state, that in the acquisition of science, and in the practical affairs of life, the kind of reading matter in Willson's Readers becomes the most useful and necessary, and is the very reading in which most persons are deficient. Twenty individuals can read Shakspeare or Milton for every one who can read a common work on Chemistry or Natural Philosophy. And yet *there is abundance of elocutionary matter in Willson's Readers.*

From CLARA M. EDMONDS, *Principal of Grammar School No.* 33.

I have used Willson's Second and Third Readers in my school during the past three years, and agree with the above in every respect.

From MARY A. SIMMS, *Prin. of Fem. Dept. of Grammar School No.* 11.

I have used Willson's Third Reader in my school for the last two years, and take great pleasure in endorsing the foregoing.

From J. ELIAS WHITEHEAD, *Prin. of Grammar School No.* 38, *May* 30, 1865.

We have used Willson's Readers in three classes of this school, and bear willing testimony to their excellencies as reading-books.

I am free to say that they contain a great amount of useful information not generally found in reading-books, and that they have developed, to a very great extent, the elocutionary reading of our scholars. In this respect the classes in my school using these Readers compare favorably with those using the Readers of any other series.

From MARY A. DOWNS, *Prin. of Fem. Dept. of Grammar School No.* 38.

Having used the books in this Department, I can heartily endorse the above. MARY A. DOWNS.

From N. P. BEERS, *Prin. of Grammar School No.* 15, *May* 20, 1865.

The classes in which Willson's Readers are used in my school compare *most favorably*, as regards style and elocution, with those classes using other Readers.

I have been induced, after two years' trial of Willson's Third Reader, to introduce his Fourth Reader; and I am confident the pupils will exhibit no falling off in the style of their reading, while at the same time they are becoming familiar with some of the most important facts of physical science.

From A. F. GALLAGHER, *Prin. of Grammar School No.* 31, *May*, 1865.

I have used, and continue to use, Willson's Fourth and Fifth Readers, and consider them worthy of general adoption in our Public Schools.

From ALON. HOPPER, *Prin. of Grammar School No.* 11, *May* 17, 1865.

I am now using in this school Nos. 3 and 5 of Willson's Readers. In so far as they contain scientific subject-matter they are *the best* reading-books, on *the best plan*, that I have ever seen.

The educational demands of this age are scientific, and these books meet the wants of our time fully in this respect. They are compiled on the infallibly true principle of popular education—that the most appropriate branches of study are those which fill the mind with useful facts while they fully develop the thinking faculty. Willson's Readers present the facts in such a manner that they are easily understood, and so that they will be interesting to the pupil in spite of the stupidity or indifference of an incompetent teacher. What a child can understand he can be taught to read with spirit and correctness; what he can not understand he may be taught to repeat, but not to *read.*

The miscellaneous lessons are well chosen, and afford *abundant* material for the cultivation of rhetorical and elocutionary reading. With these books an energetic, intelligent, and conscientious teacher can make as spirited, stylish, and "beautiful" readers as with any other books that I know of; and, what is a higher and better result, they will be something more than "readers" when it is done.

From JOHN W. BOYCE, *Prin. of Grammar School No.* 37, *May* 19, 1865.

I have used Willson's Readers in the different classes in my school with the most gratifying results.

The beautiful pictures, scientific illustrations, pleasant stories, and agreeable anecdotes, with which the whole series abounds, commend them alike to parents and pupils. They are, in my opinion, the only series of Readers I have seen possessing originality enough to redeem them from oblivion.

From H. A. DUNCAN, *Prin. Fem. Dep. Grammar School No.* 37.

I have used Willson's Fourth and Fifth Readers in classes with entire satisfaction.

From SYL. G. PENFIELD, *Prin. of Grammar School No.* 8, *May* 17, 1865.

I have used Willson's Third and Fourth Readers in my school for the past four years. I am pleased to say that the scholars, while acquiring the very valuable scientific information contained in them, have also shown great improvement in reading and elocution.

At the successive examinations made by the City Superintendent and his Assistants, the classes using Willson's Readers have exhibited as great proficiency in elocutionary reading as those using any other Readers.

I am satisfied that whenever fairly tested Willson's Readers will always prove a success.

From ARTHUR MURPHY, *Prin. of Grammar School No.* 16, *May* 19, 1865.

Willson's Readers have been used in this school for nearly two years, with more than ordinary success. In the amusement and instruction afforded to children no other series can compare with them.

I have used nearly all the prominent "Readers" now in the market, and have had at least as good success in teaching elocution with Willson's Readers as with the books of any other compiler. The best reading-class in this school was trained in Willson's Fourth Reader.

From LA FAYETTE OLNEY, *Prin. of Grammar School No.* 14, *May* 17, 1865.

Willson's Third Reader has been used as a text-book in one of the classes of the school under my charge.

Such is the interesting character of the matter it contains, and the variety of reading it embraces, that it attracts and secures the attention of the pupils, and produces the most satisfactory results.

As a proof of this, and as an evidence of the merit of the book, I deem it justly due to state that this class showed a greater proficiency than any other class in the Department in Reading, Spelling, and Definitions, and obtained the highest mark in the same at the recent examination by the Assistant Superintendent.

From H. WILLIAMSON, *Prin. of Male Dep. of Grammar School No.* 53, *May* 26, 1865.

Willson's Third Reader has been used for the last twelve months in one class of this Department, and with results so very satisfactory that I shall introduce the other numbers of the series as soon as practicable.

At our recent annual examination the class in which it was used *excelled* in reading.

The introduction of historic and scientific matter, with illustrations, is a distinctive feature in Willson's Readers, and one which makes them particularly attractive and interesting to the pupil, and which must commend them to the intelligent teacher.

I am of the opinion that the reading-books heretofore in general use contained too much oratorical matter, to the exclusion of that which is didactic and instructive.

From JOHN D. ROBINSON, *Prin. of Grammar School No.* 17, *May* 18, 1865.

It gives me great pleasure, after using Willson's Third Reader in my school for several months, to testify to its excellence.

Its fine selections of interesting and instructive reading matter, and the variety of style, render it a valuable auxiliary to the teacher in making good readers. I cheerfully commend it to my fellow-teachers.

From G. B. HENDRICKSON, *Vice-Prin. of Grammar School No.* 8, *and late Rector of St. John's School, Trinity Church, N. Y., June* 2, 1865.

I have used Willson's Series with the most gratifying success. *Elocutionary reading* is a specialty in my school; and for making natural, fluent, correct, and accomplished readers, I prefer Willson's to any other reading-books ex-

tant. While the early books are very happy in their adaptation to the wants of beginners, the "miscellaneous" selections throughout the whole series exhibit so much taste and judgment, are so versatile and comprehensive, and at the same time have so much *point*, that nothing better can be desired for reading purposes. Of the "elocutionary parts" in the several books there is just enough, and not too much. Most of the Readers formerly in use here were filled with a vast amount of fragmentary matter, not one quarter of which was ever used by any teacher of my acquaintance for the purpose of *finished drill.*

Of the scientific portions embraced in the higher numbers of the series I can speak only in terms of the highest praise. Indeed, the use of these Readers has awakened in my pupils such an enthusiasm for the different branches of Natural Science that the Trustees of the school have kindly given me permission to take my boys on a scientific excursion once a month, for the purpose of obtaining Botanical, Geological, and other specimens for our cabinet of Natural History. It is most gratifying to me to witness not only the pleasure the pupils take in these excursions, but the eagerness with which they study the leaves, flowers, pebbles, shells, fossils, &c., which fall under their notice, and the very considerable knowledge they have already acquired of some of the branches of Natural Science. Simple justice obliges me to say that it is the use of Willson's Readers alone that has made these excursions either profitable or possible.

In conclusion I would say, that a fair and full trial of Willson's Series has convinced me that by their use my pupils will become not only *far more intelligent*, but *better readers* also, than by the use of any other series with which I am acquainted.

Additional Testimony from New York City.

You have happily supplied just what we want in all our public and private schools, and in every family—sensible, interesting, beautiful, and, at the same time, highly instructive and progressive Readers. You have succeeded most admirably in presenting the truths of Natural History and Physical Science in a manner so plain, simple, and attractive that the young student can as easily comprehend them as the advanced scholar.—H. M. Pierce, *Prin. of Rutger's Institute, New York City.*

In my estimation no school-books of the kind *have ever before* been given to the American public that can compare with them, either in typographical execution and artistic skill, methodical arrangement, simplicity and purity of style, or clearness of explanation. A correct style of reading is secured, and throughout the interesting and the beautiful are happily blended.—Prof. Docharty, *New York Free Academy.*

While these books systematically and truthfully develop and apply the essential principles of good reading, they contain a diversified fund of the most useful knowledge, presented in style and dress so attractive as irresistibly to win and captivate the young.

Though notices of school-books are too often written without serious thought or due care for results, I have yet to see an overwrought commendation of this series, or one that equals my conception of their merits.—Rev. D. C. Van Norman, LL.D., *Prin. of the Van Norman Institute, New York City.*

An intelligent community will appreciate their value; but their reforming, moral, and purifying influence is their crowning excellence, which commends them to the heart and conscience of every one.—Solomon Jenner, *Prin. of Henry Street School.*

The use of the complete series of Willson's Readers, faithfully, according to the plan of the author, can hardly fail to give the pupils an amount of useful knowledge and intellectual and moral cultivation which has never been expected, much less realized, from a series of reading-books. They are the more acceptable to me because I have always been of the opinion that our Common School education is weakest in those points in which these books are strongest—that is, the elementary, scientific knowledge of objects and their characteristic qualities—those objects which pass under the observation of children in their daily labors, studies, and amusements.—Hon. Erastus C. Benedict, *Member of the Com. on Text-books of the New York City Public Schools.*

PUBLISHED BY HARPER & BROTHERS, FRANKLIN SQUARE, NEW YORK.

Testimonials as to the Elocutionary Merits of Willson's Readers.

THE objection is frequently raised by those not familiar with the books of this Series that they do not contain sufficient material for the cultivation of elocutionary reading. To prove that this supposition is erroneous, we subjoin the following testimony:

From the Report of MR. SWETT, *as published in the California Teacher of January*, 1865.

Willson's Readers and Spellers have stood the test of the school-room, and have exceeded the most sanguine expectations of those who favored their adoption.

From SAMUEL L. RUGG, *Superintendent of Public Instruction in Indiana and President of the Board.*

The several books of the Series are not only appropriately graded and happily adapted to the progress of the pupil in the art of reading, but they introduce to him the Natural Sciences in so elementary and pleasing a way that their principles, many of their details, and a tolerable knowledge of their application to the affairs of life, are acquired while learning to read. The *manner* in which the whole is presented is as interesting as the matter is instructive and profitable.

From the Second Report of Supt. GOODNOW, *Kansas.*

Never has a change met with a more hearty approval. A Spartan king, when asked what a child should be taught, answered, "What he needs to know when he becomes a man." Willson's Readers are an embodiment of this idea. Considering the amount of reading-matter, illustrations, paper, and style of binding, they are *the cheapest Readers extant.*

From Hon. L. VAN BOKKELEN, *State Superintendent of Public Instruction, Maryland.*

My apprehension lest they should prove better adapted for teaching Natural History than for elocutionary reading has been removed, and it gives me pleasure to say that I am convinced that, while making good elocutionists, valuable information is imparted to the children by the use of this Series.

Willson's Readers were adapted for use in the Public Schools of New York City in November, 1860.

The school system of New York City presents peculiar advantages for testing the comparative merits of Reading-Books, inasmuch as the teacher is allowed to select from nine different series, and the Superintendents annually examine every class, and mark its comparative deficiency.

The following question was submitted to the Superintendents:

"In the examination of the schools under your superintendence, in which there are so many series of Readers in use, have you discovered any *comparative deficiency in elocutionary reading* in those schools or classes where Willson's Readers are used?"

To which Superintendent Randall replies, under date of April 26, 1865:

"In reply to your inquiry, I have to state that in the examination of the scholars under my charge, among the great variety of Readers in use, *I have never discovered any comparative deficiency in elocutionary reading in those schools or classes where Willson's Readers are used.*"

Mr. Kiddle replies, under date of April 22, 1865:

"I would state that the undersigned has *not* noticed any comparative deficiency in elocution or reading in the numerous classes which are now instructed by means of the Readers to which you refer.

"On the contrary, I have uniformly found these classes as expert and proficient in the art as any I am required to examine."

Mr. Jones replies to the same effect, April 24, 1865.

The following are the expressions of a few of the best teachers in New York City, based upon the use of Willson's Readers in their schools.

From THOMAS HUNTER, *Principal of Ward School No.* 35, *May* 11, 1866.

There is abundance of elocutionary matter in Willson's Readers.

From J. ELIAS WHITEHEAD, *Prin. of Grammar School No.* 38, *May* 30, 1865.

We have used Willson's Readers in three classes of this school, and bear willing testimony to their excellence as reading-books. They have developed, to a very great extent, the elocutionary reading of our scholars. In this respect the classes in my school using these Readers compare favorably with those using the Readers of any other series.

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The classes in which Willson's Readers are used in my school compare *most favorably*, as regards style and elocution, with those classes using other Readers.

From ALON. HOPPER, *Prin. of Grammar School No.* 11, *May* 17, 1865.

The miscellaneous lessons are well chosen, and afford *abundant* material for the cultivation of rhetorical and elocutionary reading. With these books, an energetic, intelligent, and conscientious teacher can make as spirited, stylish, and "beautiful" readers as with any other books that I know of; and, what is a higher and better result, they will be something more than "readers" when it is done.

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In conclusion I would say, that a fair and full trial of Willson's Series has convinced me that by their use my pupils will become not only *far more intelligent*, but *better readers* also, than by the use of any other series with which I am acquainted.

Names of some of the Distinguished Educators who have indorsed Willson's Readers.

Hon. EDWARD BALLARD, State Superintendent, Maine; E. T. QUIMBY, Principal of Appleton Academy, New Hampshire; E. CONANT, Randolph Academy, Vermont; W. J. ROLFE, Cambridge High School, Mass.; DAVID CAMP, State Superintendent, Conn.; J. B. CHAPIN, State School Commissioner, Rhode Island; J. H. FRENCH, State Normal School, New York; Prof. A. A. WILLIS, Freehold Institute, New Jersey; J. V. MONTGOMERY, Principal of State Model School, Penn.; Hon. L. VAN BOKKELEN, State Superintendent, Maryland; Hon. ANSON SMYTH, State School Commissioner, Ohio; Hon. G. W. HOSS, State Superintendent, Indiana; Prof. J. V. N. STANDISH, Lombard University, Illinois; Prof. E. A. STRONG, Grand Rapids, Michigan; S. M. WHITE, Principal of Waukesha Seminary, Wisconsin; D. FRANKLIN WELLS, Principal of Normal Department, State University, Iowa; W. F. PHELPS, Principal of State Normal School, Minnesota; Hon. I. T. GOODNOW, State Superintendent, Kansas; Hon. W. E. HARVEY, School Commissioner, Nebraska; Prof. FRANZ SIGEL (General SIGEL), St. Louis, Missouri; Prof. W. O. GOODLOE, Lexington, Kentucky; Prof. R. O. CURREY, Collegiate Institute, Knoxville, Tenn.; Prof. T. A. CRENSHAW, Edgewood Seminary, Virginia; Prof. B. W. FOSTER, Columbia, North Carolina; Prof. GEO. T. BROWNE, Georgia Female College; Prof. J. A. MELCHER, Eutaw Female Academy, Alabama; Prof. W. R. RICHARDSON, Oxford, Miss.; Hon. JNO. M'NAIR, Superintendent of Education, Louisiana; Prof. F. L. YOAKUM, Larissa College, Texas; Hon. JOHN SWETT, State Superintendent, California; T. M. GATCH, President of Wallamet University, Oregon; Rev. B. C. LIPPINCOTT, A.M., Superintendent of Instruction, Washington Ter.; P. B. H. STENHOUSE, Regent University of Utah.

THEY HAVE BEEN FAVORABLY NOTICED BY ALL OF THE EDUCATIONAL JOURNALS OF THE COUNTRY, and by the Press generally. We append a few extracts:

This is an admirable Series, aiming not only to instruct in the noble Art of Reading well, but at the same time imparting a great amount of useful knowledge in the way of facts in science and art, and giving admirable selections and numerous pictorial illustrations. The Series is well worthy a place in *every School and Family.—American Theological Review.*

We unhesitatingly pronounce this Series to be far superior to any other of which we have any knowledge. It is as far ahead of Town's, Sargent's, and Hillard's, as those are in advance of the old English Reader. The author aimed to step outside the beaten track, and most admirably has he succeeded.—*Aroostook* (Me.) *Herald.*

In the preparation of this valuable Series Mr. Willson has shown a degree of discrimination, judgment, comprehensiveness, and system, that is rarely united in the same person, and his works are therefore eminently practical and useful.—*Cincinnati Presbyterian.*

Of this Series we can speak in terms of the highest commendation. When the whole is finished, it will unquestionably furnish by far the most attractive and complete system of School Readers ever offered to the American public. All teachers, as it seems to us, will do well to give the Series a careful examination, and then we are sure they will adopt it.—*Western Christian Advocate.*

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As a series we prefer them to any we have yet seen.—*New Hampshire Patriot.*

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OF

SCHOOL GEOGRAPHIES.

A knowledge of Geography is very properly considered indispensable to the commonest education. It is therefore made a prominent branch in our schools; and when we consider how many are devoting to it a large share of their time and attention, some idea may be formed of the vast gain that will result from saving each scholar a few moments every day, or facilitating his geographical course, be it ever so little. If any particular system gives a clearer insight into the subject than the rest, the advantage of using it, though it may be but slight in each individual case, becomes in the aggregate a matter of great moment. When, moreover, it is remembered that Geography is the first study to be memorized; that, in the case of many who leave school prematurely, it is the only study thus pursued; that, if found distasteful, it will inevitably give the pupil a dislike for all learning, and deter him from trying to educate himself further after entering on the business of life,—it will be realized that much depends on employing the best mode of presenting the subject, and that the claims of those who profess to have made it clearer and more attractive should be carefully examined by the friends of education.

Such a claim is here put forth. We believe that the CORNELL

The pictures in these books are really *illustrations* of advance of any other Primary Readers.—*Baltimore Christian Advocate.*

SERIES has made an important advance on other systems. The features that distinguish it are numerous and clearly defined. They entirely revolutionize the mode of teaching Geography. If other systems are right, ours must be wrong. If ours is right, they should be abandoned. This is the issue we make.

We hold that the pupil instructed according to other systems, toil as he may, labors under all the disadvantages of one who runs a race without keeping the goal in view. He knows not where he is standing at each stage of his progress, or what relation one thing that he learns bears to another. He commits a mass of facts, but without any thing to bind them together, or fix them in his memory. There is no beginning, no middle, no end. There is no analytical arrangement of the different branches of the subject; no systematic presentation of facts. What wonder, then, if the pupil himself cannot tell what he has learned; that the examiner is equally at a loss? What wonder that dry details, committed with difficulty, and with no attractive surroundings or mutual relations to make them remembered, vanish from the mind almost as soon as learned? What wonder that the little which is retained becomes a confused and worthless medley—a chaos "without form and void"? What wonder that years of patient study result, as we find in every community they have done, in a few crude, indistinct, superficial ideas of what, properly presented, could have been indelibly impressed on the mind in one-half of the time?

Such has been the mortifying experience of the most assiduous and competent teachers, whose hardest labor has failed to produce any other result. Such has been the experience of examiners, who have often wondered that, with the attention they knew to be given to this branch, greater progress was not made.

Now view, in contrast, the system presented in the Cornell Series. It begins at the foundation, and lays one stone at a time. It takes nothing for granted. It uses no undefined

from Washington

technical terms. It anticipates nothing that has to be subsequently explained. It avoids overloading the beginner with matters which he cannot understand, and thus distracting his attention from what is really within his reach. It first awakens his curiosity, and then satisfies it. One question naturally leads to another, but no faster than the scholar's mind develops. Every thing essential to a full comprehension of the subject is given. There is no demand on the teacher's time for oral instruction, or on his ingenuity for clearing away difficulties. Taken one at a time, and *in their proper order*, all difficulties can be readily surmounted; presented promiscuously and together, they involve the whole subject in confusion, and too often prevent a lucid comprehension of it when the mind is subsequently matured.

The Series is preceded by a little child's quarto, called "First Steps in Geography," which is intended to introduce the pupil who has learned to read words of two or three syllables, to the rudiments of the subject, and informally and pleasantly prepare him for its study. This book is adapted to very young beginners, and is not regarded as forming a part of the Series. It will be found useful in infant schools and with the smallest primary classes, as an auxiliary to the Reader.

The first Part of the Cornell Series is the Primary Geography. This volume is confined to things which the beginner of seven or eight years can readily master. After some general instruction respecting the earth, he is taught the points of the compass, and how to ascertain them in space, as well as locate them on the map. The natural divisions of land and water are next defined; and to insure that they are understood, he is shown them successively as they appear in pictorial illustrations and on the map. Without this, experience proves that the child, learn the abstract definitions as he may, often utterly fails to receive any clear idea of their meaning.

Thus prepared, the pupil is introduced to a few of the lead-

The pictures in these books are really *illustrations* of advance of any other Primary Readers.—*Baltimore Christian Advocate*

ing natural divisions—but each in its place. The oceans are taken first; then, all the seas that are to be mentioned; then, all the gulfs, the rivers, the islands, &c. Nor is this the only precaution taken; in two other ways is the young student's task facilitated:—1. By always beginning at the same part of the map, and observing a certain order in naming them; and 2. By having nothing on the map except the places mentioned in the text. Thus the pupil easily finds the place of which he is in search, and distinctly locates it in his mind—two things which are impossible with the overcrowded maps that encumber most of the so-called Primaries.

After going through with the chief natural divisions in this way, and by causing them to be looked at in every possible point of view insuring that they are firmly fixed in the mind, the author puts some promiscuous questions, and then in what is called "Memory's Aid" presents a summary of all that has been learned. Here every place mentioned in the text and introduced into the map is given in the same order that has been previously followed. The pupil now sees at a glance all that he has learned; and the examiner has an unerring gauge by which to test his progress. Having already met with each place mentioned in "Memory's Aid," the pupil can now readily commit the whole, each, as named in order, successively appearing to his mind, where it has been daguerreotyped by previous drilling. The panoramic view which thus passes before his mind can be obtained in no other way. Ask, for instance, the best of your pupils instructed by other systems, to enumerate the rivers of America, and you will find them, after naming a few, now in this part of the continent, now in that, hesitating, in vain striving to recall them, and finally coming to a full stop, leaving half unmentioned. Put the same question even to the veriest beginner who has been drilled in Cornell's "Memory's Aid," and he will give you the whole without pause or error. Stamped on his mind by the simple process described above,

he simply calls off the names as they successively appear to his mental vision; and ten, twenty, fifty years hence, he can do it with the same facility that he can to-day.

This course is pursued with every map in turn, none being laid aside till it becomes as familiar as the alphabet. The little geographer soon finds that the whole map is to be learned; and it is surprising to see with what ease it is learned, when thus systematically presented, one of its features at a time. And this point we insist upon as one of great moment. Cornell's map is not a mere illustration, to be referred to or not; it is an essential, living part of the system, to be memorized in all its details as exactly as any other part of the work. It is mastered by the eye as the text is mastered by the mind; and the impression made by this combined action of eye and mind time itself cannot efface.

The Primary goes but slightly into details. It is not there the aim to fill the mind with facts, but rather to prepare it for their reception. Only after the natural divisions of the world have passed in review before the pupil, are political divisions introduced to his notice. Nor then does the author descend to minute particulars, but gives general descriptions, and, in most cases, the capital cities only, leaving the filling up, both in the map and in the text, for the higher Parts. Nothing is said about governments, nothing about Mathematical Geography; it is deemed injudicious in the extreme to introduce abstract matters which at this stage are as unnecessary as they are unintelligible.

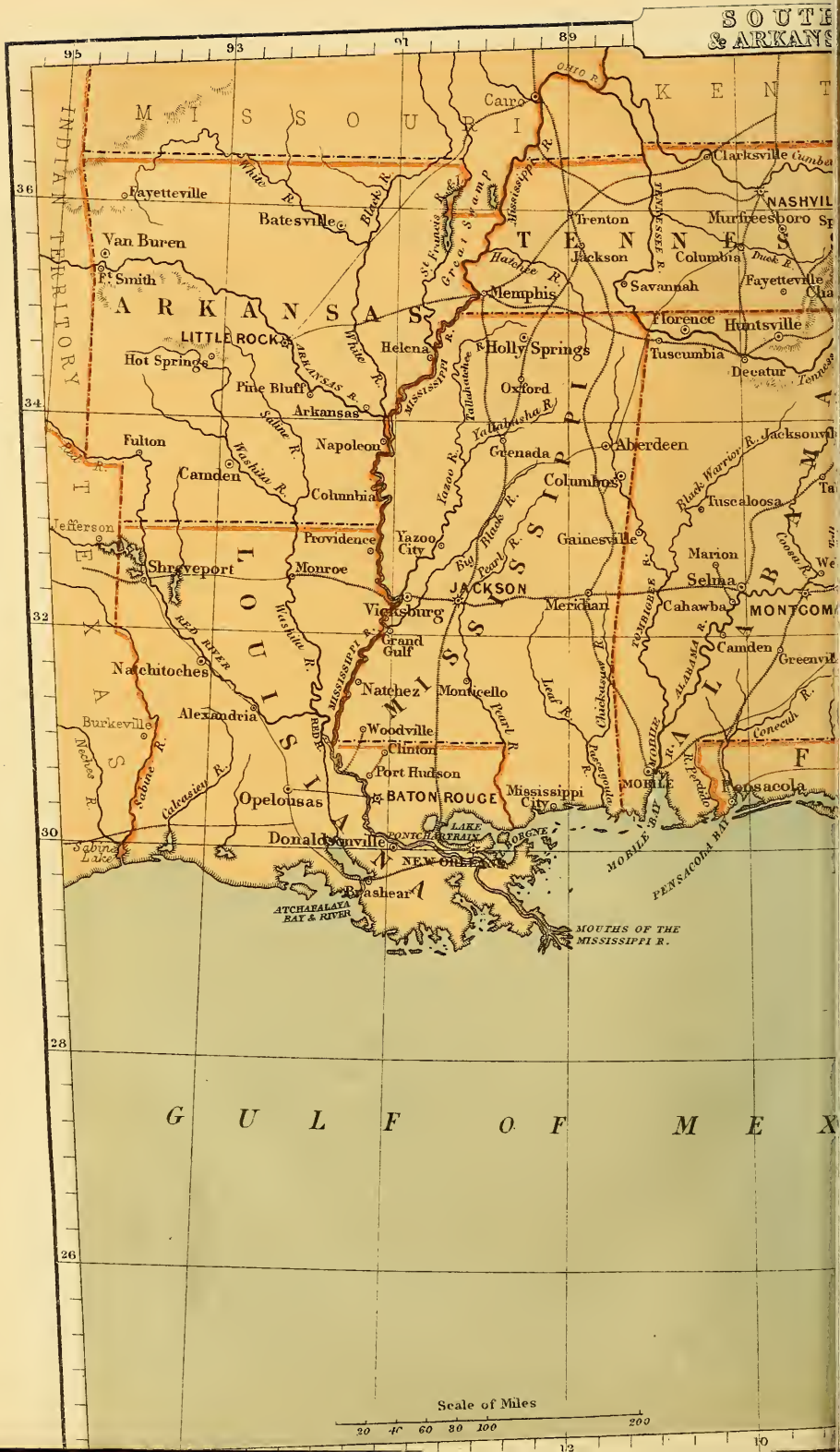
Thus much for our Primary. It differs from others in that it really is what it is called—a Primary. It begins at the beginning, and contains nothing beyond the comprehension of a child of ordinary intelligence. Other Primaries, we respectfully submit, are primary only in the *amount* of matter they contain, and not in the *quality* of matter. Their facts are as heterogeneous, their technical terms as incomprehensible, their definitions as difficult, their maps as much encumbered, as are

The pictures in these books are really *illustrations* of advance of any other Primary Readers.—*Baltimore Christian Advocate.*

STATES
TENNESSEE
Longitude West 79 from Greenwich
83
77
75
Staunton R.
Dismal Swamp Canal
Oxford
Halifax
Edenton
Roanoke R.
ALBEMARLE SOUND
Salem
Yadkin R.
Deep R.
RALEIGH
Washington
Knoxville
French Broad R.
Greenville
Salisbury
Goldsboro
Neuse R.
PAMLICO SOUND
C. Hatteras
Asheville
Charlotte
Fayetteville
Cape Fear R.
Newbern
Beaufort
C. Lookout
Yorkville
Broad R.
Catawba R.
Cheraw
Great Pedee R.
Wilmington
Dahlonega
Camden
COLUMBIA
Saluda R.
Santee R.
Abbeville
Cape Fear
Athens
Hamburg
Edisto R.
Georgetown
Madison
Augusta
Savannah R.
MILLEDGEVILLE
Macon
Charleston
Columbus
Ocmulgee R.
Oconee R.
Ogeechee R.
Beaufort
Port Royal Entrance
Hilton Head I.
Oglethorpe
SAVANNAH
Albany
Flint R.
Alatamaha R.
Darien
Brunswick
Okefinokee Swamp
St. Marys
Thomasville
Withlacoochee R.
ATLANTIC
OCEAN
ST JOHNS R.
TALLAHASSEE
Jacksonville
Suwannee R.
St. Augustine
APPALACHEE BAY
Pilatka
L. George
Cedar Keys
St. Johns R.
Cape Canaveral
Tampa
TAMPA BAY
Peace R.
Kissimee R.
LAKE OKEECHOBEE
Lit. Abaco
Gt. Bahama I.
GREAT ABACO
BAHAMA
THE EVERGLADES
C. Romano
Bemini I.
Berry I.
ISLANDS
ELEUTHERA
Cape Sable
Nassau
NEW PROVIDENCE
ANDROS ISLAND
Key West City & Island
FLORIDA REEFS
Tortugas Is.
from Washington
6
4
2
0 Long East
36
34
32
30
28
26

WESTERN STATES
Longitude West 97 from Greenwich 95
Scale of Miles
10 50 100 200
LAKE WINNIPEG
RED RIVER SETTLEMENT
BRITISH AMERICA
LAKE OF THE WOODS
RAINY LAKE
Rainy Lake R.
Thousand Is L.
GRAND PORTAGE
Pic R.
Red River of the North
Red Lake R.
RED LAKE
VERMILION L.
Isle Royale (To Michigan)
Itasca L. (Source of the Mississippi River)
LEECH L.
St. Louis R.
LAKE SUPERIOR
Eagle River
KEWEENAW BAY
Apostle Is.
La Pointe
Ontonagon
Superior
Fond du Lac
Mississippi R.
Otter Tail Lake
Breckenridge
Crow Wing
MILLE LACS
Traverse L.
Big Stone L.
St. Cloud
Monticello
Crow R.
St. Croix Falls
St. ANTHONY
MINNEAPOLIS
ST. PAUL
Hudson
Shakopee
Minnesota R.
Red Wood R.
Mankato
Faribault
Prescott
L. Pepin
Red Wing
Wabashaw
Galesville
Winona
Chippewa Falls
Chippewa R.
Black R.
Wolf R.
Grand Rapids
Oshkosh
Appleton
Green Bay
GREEN BAY
Menomonee R.
Marquette
Pictured Rocks
Sault St. Mary
Falls & River St. Mary
MACKINAW STR.
Mackinaw I. & I.
MANITOULIN ISLANDS
GEORGIAN BAY
Beaver Is.
GRAND TRAVERSE BAY
LAKE HURON
R. Au Sable
L. Houghton
Monistee R.
Pt. au Barques
SAGINAW BAY
Sheboygan
WINNEBAGO LAKE
MICHIGAN
WISCONSIN
MINNESOTA
DAKOTA

ILLINOIS
INDIANA
OHIO
KENTUCKY
MISSOURI
IOWA
KANSAS
TENNESSEE
WEST VIRGINIA
VIRGINIA
NORTH CAROLINA
INDIAN TERRITORY
ARKANSAS
LAKE ERIE
CHICAGO
SPRINGFIELD
JEFFERSON CITY
ST. LOUIS
INDIANAPOLIS
COLUMBUS
CINCINNATI
LOUISVILLE
FRANKFORT
NASHVILLE
DES MOINES
OMAHA CITY
TOPEKA
Longitude West
from Washington


SOUTH & ARKANSAS
95
93
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89
MISSOURI
KENTUCKY
INDIAN TERRITORY
TENNESSEE
ARKANSAS
LOUISIANA
MISSISSIPPI
ALABAMA
TEXAS
GULF OF MEXICO
Cairo
Ohio R.
Clarksville
Fayetteville
White R.
Batesville
Black R.
St Francis R.
Great Swamp
Mississippi R.
Trenton
Murfreesboro
NASHVILLE
Van Buren
Ft Smith
Jackson
Columbia
Tennessee R.
Duck R.
Hatchie R.
Memphis
Savannah
Fayetteville
Florence
Huntsville
LITTLE ROCK
Hot Springs
Arkansas R.
Helena
Holly Springs
Tuscumbia
Decatur
Tennessee R.
Pine Bluff
Oxford
Arkansas
Tallahatchie R.
Yalobusha R.
Fulton
Napoleon
Grenada
Aberdeen
Red R.
Washita R.
Camden
Columbia
Columbus
Black Warrior R.
Jacksonville
Tuscaloosa
Jefferson
Shreveport
Providence
Yazoo City
Big Black R.
Pearl R.
Gainesville
Marion
Coosa R.
Selma
Monroe
JACKSON
Vicksburg
Meridian
Cahawba
MONTGOMERY
Grand Gulf
Tombigbee R.
Alabama R.
Camden
Natchitoches
RED RIVER
Natchez
Monticello
Leaf R.
Chickasawhay R.
Greenville
Alexandria
Burkeville
Woodville
Clinton
Conecuh R.
Port Hudson
Pascagoula R.
Pensacola
Opelousas
BATON ROUGE
Mississippi City
MOBILE
Neches R.
Sabine R.
Calcasieu R.
LAKE PONTCHARTRAIN
LOGNE
Donaldsonville
NEW ORLEANS
MOBILE BAY
PENSACOLA BAY
Sabine Lake
Brashear
ATCHAFALAYA BAY & RIVER
MOUTHS OF THE MISSISSIPPI R.
36
34
32
30
28
26
Scale of Miles
20 40 60 80 100 200

the facts, the technical terms, the definitions, the maps of the higher Parts by which they are to be succeeded. They are a little smaller, but this is the only feature that constitutes them Primaries.

Having failed in their Primaries to glean out what should naturally have precedence in studying the science, and taken things hard and easy just as they happen to come, it follows that the next higher Parts of the other systems can be nothing more than reproductions of their Primaries, a little more extended. Mathematical, Political, and Descriptive Geography having been all introduced in the first few pages, there is nothing to hold in reserve for their Intermediate Books, except a still more overwhelming array of facts. And so in the advance from the Second Book to the Third. There is nothing new to be unfolded, but the same medley of facts, *with a little more added.* The maps, of course, show a proportionate increase of names. It seems to be a matter of emulation with the respective authors, to see who can crowd the greatest number into a given space. Hundreds of names not mentioned in the text, which can only embarrass and discourage the pupil in searching for what is really needed, are scattered with a prodigality which almost baffles the engraver in his endeavors to find room for them. To sum up the whole matter, we claim that the three Parts of other Series are simply different editions of the same thing, different in their form and size, but substantially the same—the same in their want of arrangement, the same in their formidable array of facts, the same in their unintelligible style and language.

Not so with the Cornell Series. Not a line of the three books composing it was written without an ever-present sense of the age and understanding of those for whom it was designed. Having, as already described, embodied the rudimental branches of the subject in the Primary, the author proceeds to build on the foundation there laid. There is no necessity of

repeating the Primary, for the subject is not exhausted. The pupil can appreciate what is meant by government, and distinguish the different kinds; to these, therefore, his attention is next directed. The leading principles of Mathematical Geography are also unfolded. The maps no longer being new to him, he is prepared to learn about circles and zones, latitude and longitude. He can receive a little more detail with advantage; and new cities, rivers, &c., are introduced. Nothing already fixed in the mind, is displaced. There is no confusion, for one uniform order is followed. As in the Primary, the maps contain only the places mentioned in the text. "Memory's Aid" is perpetuated in what are now called "Map Studies," which here again from time to time furnish guides for the student and tests for the teacher's use.

When the descriptive matter is reached, heterogeneous details are not blended together, but are systematically analyzed, and presented under different heads. This system pursued with each country in turn enables one thing to be learned at a time, and affords conveniences for comparing two different parts of the world in any particular respect; its importance will be obvious to those who bear in mind that the ease with which we remember is proportioned to the distinctness of the impression made on the mind.

The Grammar-School Geography has been prepared for such classes as need a comprehensive course, embodying the less prominent as well as the more important localities on the earth's surface, and exercising the student in every profitable variety of map studies. It may with advantage be placed in the hands of those that have completed the Intermediate, or, where the saving of time is an object, it may be used instead of the latter work as the Second Part of the Series. The chief difference between the two works is that the Grammar-School, though no more elevated in style, is fuller in detail, and presents a greater number of places to be memorized. It also

contains lessons on Physical Geography, and a practical plan by which the pupil can easily memorize the comparative size of all the countries on the earth. It presents, opposite each sectional map of the United States, a table of the principal railroads, with their termini and length in miles, and similar lists of the navigable rivers. These tables are not to be committed to memory, but are introduced for convenience of reference, and to give the youthful pupil an idea of the great commercial and travelling facilities of our country. They are made available by questions, which direct the pupil's attention to the most frequented routes of travel by land and water. Throughout the volume, the distinctive features of the author's plan, as exhibited in the Intermediate, are faithfully carried out.

Finally, in our High-School Geography, we put the keystone in our geographical arch. Here again we are not reduced to the necessity of an encumbered repetition, but have full space for the more abstruse parts of the subject. The author extends the vocabulary of places, and presents an advanced course of Mathematical Geography, combined with instructions for the use of globes and the solution of problems connected therewith. Room is also found for comprehensive chapters on Physical Geography and Meteorology. The maps are still in this Highest Part made to accord strictly and exclusively with the text. We furnish in the same Atlas, however, for purposes of reference, another complete set of maps on a large scale, in this way consulting the wants of the family without sacrificing the interests of the learner.

We have thus described the Parts that make up the Cornell Series. Let us recapitulate the points on which, among others, they rest their claims to superiority :—

1. They teach one thing at a time.
2. They teach that first which is simplest.
3. They teach only as much as can be digested.

4. They teach with a direct view to the age and grade for which their instructions are designed.

5. They teach inductively, from the rudimental to the abstruse.

6. They teach consistently; the same plan being followed in all the Parts.

7. They teach analytically; the matter being arranged under appropriate heads.

8. They teach economically, as regards the instructor's time and labor.

9. They teach intelligently, enabling the pupil always to measure his own progress, and to keep in view the end proposed.

10. They teach interestingly, awakening curiosity as the pupil advances, and rendering the subject attractive with appropriate illustrations.

11. They teach completely, embracing all parts of the subject, and leaving nothing to be orally added.

12. They teach the maps as thoroughly as the text.

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February, 1868

THE

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MARYLAND
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THE INSTITUTE—TEACHING ONE ANOTHER.*

The Teachers' Institute was probably founded for the special purpose of mutual aid in the art of teaching. This is a good purpose; but may it not be turned to even a nobler and a better? We should certainly estimate it a higher one, if in such institutions the teacher not only learned the art of teaching others, but the philosophy, rather than art, of social culture. If we learn much in schools, we probably learn more in society; and vastly more yet should we learn, were social intercourse wholly among those who could increase our ideas, excite our imagination, or sublime our thoughts. Of course, I do not mean to apply this to the common talk or business of life, but to such meetings and intercourse of educated men as admit of free, intellectual commerce. The teachers' institutes ought to be of this character. Why not make them what Plato made the Athenian Academy—a place of resort to the young, the educated, and the aspiring?

In a former article, I have spoken of the value and need of oral teaching, in opposition to the methods of routine lessons—the present fashionable mode in the schools. The lesson or routine method has been brought to perfection in Prussia; and certainly it is very admirable when we look at it as an adaptation to business merely. But what follows? Every young man there moves in a groove. He is educated to be a soldier, a merchant, a lawyer, or a minister, and when he is that, he can be nothing else. That is not the American idea of capacity or education. The American mind must have versatility. American society requires adaptation to many things. America requires thought, philosophy,—a continual ascending towards something higher—

* This and the succeeding six articles are taken from the *Ohio Educational Monthly*. —ED. JOURNAL.

a reaching out to an imaginary ideal beheld in the vision of an intellectual and spiritual perfection. A Prussian education wont furnish food for this appetite. It realizes the practical, but little of the possible in the future. Hence, in this country, we want something more vivifying than lessons only. We want the intercourse of free and original thought not only in the schools, but among teachers; and that we can only have by oral instruction—oral intercourse. We can not have an original thought which has already been printed in a book; and we can not have an original inquiry in a mere lesson. We must go beyond this. We must have free questions and answers—a free jotting down of what the spirit brings back when it has been wandering up and down on the earth in search of some green and beautiful thing not found in its earthly house of clay.

Now when I commend this oral teaching to the teacher in the school, it is not without knowing that, in most cases, this is not possible. When the weary teacher, surrounded by classes, with hardly time to go through the course, comes to hear a class of dull boys in the Rule of Three, he certainly has little time for frequent flights through the world of thought, and yet occasionally, at intervals, he has a chance for some sudden and stimulating exercise of free thought. These are golden opportunities, and when he can, let him do what he can in bringing out the very mind itself. But let us suppose he can do little of this in school; can he not do something for himself and something for others in the institutes? Why should not the American Institute be equal to the Greek Academy? It is true there will be no Plato there, but there may be a greater than Plato in some things. Certainly the additions to knowledge and thought, to religion and politics, in two thousand years, are such as make even a very common man greater than Plato in most of the ideas which distinguish the modern world.

But let me here refer to the fact, that the ancients seem to have excelled us in this mode of instruction. Greece was not the only place which had its academies of philosophy. A most interesting article on the Talmud, in the *London Quarterly*, gives us a most valuable piece of information on the Jewish system of education. I had supposed (the idea drawn perhaps from the extreme exactness of the Levitical Law and the necessary education of every Jew in it) that Hebrew schools were conducted on the lesson method, and very precise in their instructions; but the following paragraph has given me a new view of the subject:

"Eighty years before Christ, schools flourished throughout the length and breadth of the land;—education had been made compulsory. While there is not a single term for school to be found before the captivity, there were by that time about a dozen in common usage. Here are a few of the innumerable popular sayings of the period, betokening the paramount importance which public instruction had assumed in the life of the nation: '*Jerusalem was destroyed because the instruction of the young was neglected.*' '*The world is only saved by the breath of the school children.*'"

This is language which may well be used in our country. Jerusalem before the captivity was ignorant; and was it not because she was ignorant that the hearts of the people were turned away from God, and she incurred those prophetic denunciations which resulted in captivity and suffering?

But *how* were the schools taught? In what methods did the teachers of Hebrew scholastics train the minds of the young scholars? Hear again:

"The 'high colleges' or 'kallahs' only met during some months of the year. Three weeks before the term, the Dean prepared the students for the lectures to be delivered by the Rector, and so arduous became the task, as the number of disciples increased, that in time no less than seven Deans had to be appointed. Yet the mode of teaching was not that of our modern universities. The professor did not deliver lectures which the disciples, like the student in 'Faust,' could comfortably take home in black and white. Here all was life, movement, debate: question was met by counter question, answers were given wrapped up in allegories or parables, the inquirer was led to deduce the questionable point for himself by analogy—the nearest approach to the Socratic method. The New Testament furnishes many specimens of this contemporary method of instruction."

Here we have a new idea of Jewish schools, and in it we see how it was that Paul became such an accomplished scholar and debater, and how the educated class of the Pharisees became in fact scholars, learned in the laws and customs of their day.

But the interesting point of this information is, that the colleges of the Jews were really philosophical institutes—debating societies engaged on the highest problems of education and religion. A large part of all their instruction was *oral*, using largely, also, the Oriental mode of speaking in figurative language. That language was adapted to the earlier ages of society, when the human mind was not yet capable of that entire abstraction which the description of historical events and philosophical ideas always implies. Language, as we now have it, is wholly abstract. In this respect, I think it better for teaching than the figurative style. Figures of speech are always cumbrous, and are incapable of expressing the operations of the mind. The Greek schools used the same oral-questioning method, but with the most refined language, dropping the figurative style altogether.

But in the accounts of the Greek Academy and the Hebrew "Kallah", we see how well the classic nations understood the theory of giving and evolving ideas. The Hebrews were at the head of the religious and the Greeks of the scientific development of the world. Yet they both agreed in the Socratic method of questioning, debating, and orally evolving ideas. "All was life, movement, and debate." It was, in fact, bringing mind in contact with mind, and, as the steel strikes fire from the flint, evolving the light and brilliancy of the excited intellect.

And now I would ask, Can we not make the Teacher's Institute into something like the Academy or the Kallah? It is true, we can not have Plato, nor Gamaliel, nor Paul, the most illustrious pupil of the ancient schools, but we can have the best minds of our times; for, be assured, all minds worth knowing will be glad to enter and take part in an assembly where all the highest problems of human nature are discussed in a free spirit. This is just what our country wants. It wants a free forum; and we have it not unless educational discussions afford it. We go to church, and one speaks our own sentiments. We go to a political meeting, and it is managed by one party and addressed by one side. We go to a concert, and we have music in which we have no part. We go to a fashionable party, and we hear ———nothing! We go to school, and we learn a lesson; and when we don't learn, we hear one recited. Where is the communion of minds? Where is the evolution of ideas? Where is the sympathy of souls? We are deficient in something—what is it? We are too much of the earth, earthy. Can we not devise something which, for a brief hour, on life's dusty road, will lead us to green meadows and pleasant waters?

It seems to me that there is a possibility that teachers' institutes may become such a device. Perhaps it is only a possibility. But let us try it. The teachers began these institutes with a strong smell of the shop. Now that is to be avoided, except in purely business meetings, and there is plenty of time for them. In two or three meetings I attended, I observed that the meetings gathered strength just as the subject of discussion became general and the problems large. Now I would have teachers institutes meet at an early hour, and transact whatever pertained to them as teachers. Then I would have them resolved into a forum for the discussion of all the great problems of human life, the institute preserving its own officers and rules for the preservation of order. All problems enter into the proper culture of

the human mind. Some have been thought of, perhaps well studied by one class of persons; another, by another. Let all educated people be invited, and let them come prepared, as in the formation of a library, each to lay his own book upon the table. Then all will gain something. All will be life, movement, debate. There is only one institution which corresponds to this plan, and that is forced into narrow limits. That is the British Association for the Advancement of Science. There is a similar one just established in this country. But they are neither so broad nor so useful or popular as will be a teachers' college for the discussion of great, social, and enduring problems of human life. We want something which will bring out the living thought and the immortal spirit. E. D. M.

Morrow, O.

THE ORGANIZATION OF SCHOOLS.

BY PROF. WM. F. PHELPS.

In a former article on this subject it was stated, (1) that previous to engaging his services, a teacher should carefully consider the question of his adaptation to the particular locality and school which he proposes to serve; (2) that this question should likewise be studied by the school officers; and (3) that pending the negotiations for a school, teachers should not fail to make known to the employing officers the views which are to control them in its organization and management, while the contract should bind the officers to the support of such measures as may be in accordance with these views.

IV. Our next proposition is, *that one or more of the trustees should accompany the teacher to the school house on the opening day, and give him a suitable introduction to the school.*

When a school fails to teach good manners and the common courtesies of life, it fails to realize one of its most vital objects. A civil ignoramus is to be preferred, ordinarily, before a learned boor. No man is properly educated who is not a *gentle*-man. There is great force, too, in the maxim that "manners make the man." That kind of education which neglects to cultivate the personal habits and manners of the child, is of very questionable utility. Our American schools, and especially our common schools, do not usually overburden themselves with this sort of

teaching. The cultivation of those tastes, feelings, and practices, which belong to a refined social state, are, it must be confessed, by far too generally neglected. It is not uncommon, to speak frankly, for rowdyism to be rampant in these "colleges of the people." Respect for superiors and equals, reverence for authority and the true amenities and courtesies of life, are virtues too rarely found illustrated among the children of our country. We say, then, let the opening day of the school be made the occasion for at least one impressive example of propriety and good breeding.

But there are other reasons which justify this step. The teacher thus accompanied by the authorities of the district, carries into his work the full weight of that authority as well as of his own. He is thus placed in a position to command, in the outset, the respect of the children and their parents. It gives him a prestige which, unaided and alone, he can not enjoy. The occasion, too, may be embraced by the school officers to explain, briefly and pointedly, to the children the duties which they owe to the teacher, and which they are expected faithfully to perform. They may be made to understand that the teacher is to be sustained in all just measures for the welfare of the school and the progress of its pupils.

V. This should be followed by *a brief, familiar, and appropriate address by the teacher to the school.*

The aim of this address should be kindly to explain the mutual relations which exist between teacher and pupils, and to bespeak from the latter that cordial coöperation which is so indispensable to the success of the work about to be undertaken in their behalf. The teacher should thus strive to produce a pleasing *first impression* upon his pupils, and make them feel that he is to be to them a companion and friend, intent only upon making them better, wiser, and happier than he finds them.

VI. The next step should be *to engage in some appropriate general introductory exercises.*

These exercises may consist of singing some familiar pieces, or of such devotional services as may accord with the views of the teacher and the proprieties of the occasion. As we are ever dependent upon the care and protection of the Supreme Being, it is eminently proper that each day of school life should be begun with an acknowledgment of that dependence, and an invocation of the Divine favor upon the serious and solemn task of educating the human heart and soul. If these services are wisely

adapted to the circumstances and condition of the school, they will become interesting and impressive, and will affect the hearts and consciences of the young, winning them to the ways of wisdom and the paths of peace. They should be such as the children can participate in and appreciate. They may consist of singing, the responsive reading of scripture texts, and the simultaneous repetition of the Lord's prayer, or they may be varied to suit particular circumstances.

Appropriate general exercises introduced at the beginning of the first day, are useful in dispelling embarrassment and in establishing that bond of sympathy between the teacher and pupils so essential to free and agreeable intercourse. It should be one of the first objects of the teacher's care to secure and maintain this sympathetic feeling, since it must constitute the key note of his success in the work before him. Rightly to enlist the emotional nature of children in their school duties, is to win the contest almost in advance.

VII. *As a preliminary to the permanent classification of the school, the teacher may, for the present, adopt as far as possible the classification of his predecessor, with the distinct reservation that he shall exercise the right to alter or modify it to suit his own views and circumstances.*

This plan is recommended in order to avoid the danger of arousing the prejudices of the pupils by radical changes of classification before the teacher has had time firmly to establish himself in their confidence. This is a matter about which children are extremely sensitive, and there is great necessity for caution in these first steps. Assuming the classification as already specified, the teacher may proceed to ascertain what studies have been pursued by the several classes and to what extent, preparatory to the assignment of lessons for the succeeding day. Under cover of these lessons, a careful and minute examination of the pupils may be carried on with a view to determine the real standing of each and to make such modifications of the classification as the result may seem to demand.

At this point, too, the names and ages of the pupils may be registered by classes, mainly for the purpose of assisting the teacher in learning the names and in recording the results of his daily observation of their standing as evidenced by the examinations *under cover of recitations.* During the recitations, let questions in review of subjects previously passed over, be freely asked as well as tests of mental power be made, in order that a

true diagnosis of each case may be carefully determined with reference to the permanent classification. This plan may be pursued for several days and until the teacher has become familiar with the standing of every pupil and has secured a complete record of the results obtained. He is thus prepared to take another step in the direction of a more nearly perfect organization. This with other steps we shall next consider.

THE CLASS ROOM.

INTEREST—LESSON I.

Of late years I have succeeded so badly in assigning lessons for my pupils to learn and recite, that I have entirely abandoned the practice. I have no recitation, properly so called; the pupil comes to the class to be *taught* and not to show what he has learned. In my teaching I aim to make the pupil the discoverer and not the mere receiver of truth; to assist him to derive his knowledge of the subject under consideration from his observation or from his reasoning, and to ally his newly attained knowledge with what he has before learned. I continue to question him upon the same point till the answers show that the subject is understood; and these answers must be so complete and explicit as to be intelligible without the question. No other preparation is required on the part of the pupil than his bright, thoughtful attention. This I secure by being in earnest and being *myself.*

The following lesson on interest is given as an illustration of my plan. A few questions have answers appended in italic, thus showing the point aimed at. When the question requires a term for the idea just obtained, no answer can be given by a class totally ignorant of the subject, and, with such a class, the question had perhaps better be omitted:

William Cook has intrusted me with a sum of money which I am to return to him in one year. Should I pay him for the use of his money, or should he pay me for its safe keeping? Why?

What evidence should I give him of my intention to pay at the end of the time agreed on? Should my promise be oral or written? Why?

What name have we for a written promise to pay money? What is a note?

Who in this case would be the maker of the note? Who would hold the note, I or the lender? Why?

A note being a written promise to pay, my note must of course promise to pay William Cook the sum borrowed, one year after date. Must I promise to pay any thing besides this?

Yes. You must promise to pay something for the use of his money.

What shall we call this money paid for the use of money? What is interest? Who pays interest? Why? Who receives it?

When I settle with William Cook, will I pay him the same sum I borrowed or more? Why more? How much more?

Which will be the greater sum, the money borrowed or the interest? Which then will be the *principal* part of my indebtedness? What name then shall we give to the sum borrowed? What is the principal?

What did you say would be the *amount* of my indebtedness at the year's end? What shall we call the principal plus the interest? What is the amount? Principal, \$100; interest, \$15.60: what is the amount? Principal, \$1,000; interest, \$112.75: what is the amount? Principal, \$$a$; interest, \$$b$: what is the amount? What do I mean by a dollars? By b dollars?

Would you write a note in pencil? Why? Would you think it safe to express the principal in figures? Why?

Is it important to have the date of the note clearly expressed? Why? Would you take equal pains to designate the place, State, and county in which the note is made? Why?

A note should always contain the words "value received," can you tell why?

What is the most convenient method of reckoning interest upon money? *To take a certain per cent. of the principal?*

Can you tell why this is more convenient than to specify the *sum* to be paid as interest?

If I were to promise to pay five per cent. interest, how much would I pay for the use of \$100? \$1,000? \$10? \$1? \$100a? \$$a$?

For what *time* will five dollars pay for the use of \$100 at five per cent. interest? What would be the interest of \$100 for 2 years? 3 years? $2\frac{1}{2}$ years? $\frac{1}{2}$ year? $\frac{3}{4}$ year? What would be the interest for a years?

Now tell me what a note should contain? What should be written first? Where shall we place the date? Where do you put

the date of a letter? What comes first in the body of the note? *The time.* What time? *The time for which the money is borrowed.* What comes next? *The promise.* What then? *The rate per cent. interest.*

Where should the name be subscribed? Is that the place to sign your name to a letter?

Write a note on your slates, promising to pay me $100 ninety days from date with seven per cent. interest per annum. Henry write yours on the board.

I find most of your work correctly done. As an exercise we will work thirty miscellaneous questions in percentage, which please bring to the class to-morrow on your slates.* Excused.

Marion, O. W. W.

WHERE DOES SUNDAY BEGIN?

BY W. D. HENKLE, SALEM, OHIO.

If a traveller should leave Columbus, Ohio, at noon on Saturday and go westward keeping pace with the sun, he would arrive at Columbus at noon on Sunday. His noon would continue for twenty-four hours, and Saturday noon would change to Sunday noon without an intervening night. Where would the change occur?

If a man should start from Columbus at noon on Saturday and travel east one degree, he would hasten the first noon that would occur after his arrival, four minutes; but if he should travel west one degree, he would delay the first noon after his arrival, four minutes. Now if two men should start from Columbus and travel round the earth, one going east and the other west, and should meet each other at any point, whether half way round or not, it would be found that one would have set the hands of his watch forward four minutes for every degree that he had travelled east, and the other would have set the hands of his watch backward four minutes for every degree that he had travelled west. There being 360 degrees of travel, the sum of the minutes of change in the two watches would be exactly twenty-four hours. But the watches at the meeting-place would indicate the same hour of the day, and hence the travellers would agree as to the time of the

* Is not this the assigning of a lesson to be prepared and recited?—Ed. Monthly.

day but they would differ just one day as to the day of the week, the eastward traveller being a day ahead. Every additional 360° travelled jointly by the travellers would make another day's difference in the week, until they should travel jointly seven times 360° when they would not only agree as to the time of day but as to the day of the week. They would, however, disagree seven days as to the day of the month. If they should travel jointly twenty-eight times 360° and meet on some day of February in a common year according to the count of the westward traveller, they would agree as to the time of day, the day of the week, and the day of the month, but not as to the name of the month, the eastward traveler calling it March. If they should travel ninety-one times 360° and meet on some day of April according to the westward traveller, they would agree except as to the name of the month, the eastward traveller calling it July. If they should travel jointly 245 times 360° and meet according to the westward traveller in May, they would agree as before, except that the eastward traveller would call it January of the following year.

Such discrepancies might occur in common years in a dozen other ways. For instance, for ninety-one times 360° we might also have the months September and December. In leap years about sixteen such instances might be given not going beyond 336 times 360°. If they should travel 2191 times 360°, they would agree as to the time of day, the day of the week, the day of the month, and the name of the month, but they would differ six years as to the number of the year of the century, provided there should be one intercalary day between their dates.

To bring about such results, there need be no restriction as to the time of starting nor rate of travel. If the two supposed travellers should not live to carry out the plan, there would be the same results if the travel is finally completed by any of their immediate or remote descendants, provided they should retain the same mode of counting time.

Now what have been the facts as to the emigrations of persons belonging to nations that designate days by seven distinct names. Starting from Europe the emigrants to India, China, Australia, New Zealand, the Society Islands, etc., reached these countries and islands by eastward travel, and hence the time used by Europeans in all these places is in advance of that in Europe. All of both North and South America (except the late Russian America) was settled by westward travel from Europe, and hence the time is behind that of Europe. Still more, American mis-

sionaries travelled west in 1820 to Honolulu in Oahu, one of the Sandwich Islands, and thus made the time in the Sandwich Islands slower than that in California. The Society Islands lie between 151 and 152° west longitude from Greenwich, and the Sandwich Islands between 155 and 161°. Hence the difference in time between them is a little more than one day, or twenty-four hours—that is, there has been an overlapping of the waves of eastward and westward emigration. But this overlapping is still greater between the eastern part of Russian America in long. 130° west and the westernmost of the Sandwich Islands. Russian America having been settled by eastward travellers, the time is in advance of that in Europe and Asia. The time in the most eastern part of it is twenty-six hours in advance of that in the westernmost of the Sandwich Islands. It seems, then, that the first persons in the world that begin to count Sunday are the Russians in Russian America. If the proposed traveller from Columbus west with the sun, should be able to call for the day loud enough for all the persons for thousands of miles on his right and left to hear him, after leaving the United States the British fur-traders would answer "Saturday noon" until he arrived at long. 130°, when he would hear the Russian answer "Sunday noon," and this answer would continue from the north for the remaining portion of the trip, but when arriving at 150° a like answer would be heard from the Society Islands south of the Equator. When he arrived at 155° he would hear from the Sandwich Islands "Saturday noon," but at the same time from Russian America and the South Pacific Islands "Sunday noon." After passing the Sandwich Islands he would probably hear only "Sunday noon" for the rest of the journey. I should have stated that the traveller after reaching the longitude of the eastern part of Russian America, namely 130°, that there would be a double response until he arrived at 141°, because there is a portion of British America north of the eastern strip of Russian America. The response from that region would be "Saturday noon," while from the Russian country just south of it the response would be "Sunday noon."

As Russian America has been purchased by the United States, Congress will no doubt put back the time by legislation, and also abolish the Russian calendar which is Old Style and twelve days behind ours in the month.

A great deal has been said about the day-line, and some declare it to be at 180° of longitude. There *is* no day-line, as I have

abundantly shown. Navigators generally adapt their time of week to that of the port at which they stop. A ship sailing west from San Francisco to Hong Kong would leave the Sandwich Islands with the time of these Islands, but on arriving at Hong Kong would be a day behind. The adaptation to the anticipated Hong Kong time could be made at any time on the route after leaving the Sandwich Islands or after arrival. Travellers are under no necessity of changing their name of the day of week at ports at which they stop only temporarily. If they travel westward and return home eastward, their count will be just right if they should preserve it throughout the whole trip. If they should complete the circuit of the earth and retain their count, they would find this count either one day ahead or behind that at home according as their travel has been eastward or westward.

From what has been said the reader will be able to explain how a navigator might have six Sundays in February in a leap year, the last two coming together or in succession, and how he might have only three Sundays in February by being compelled to omit the fourth by counting Monday after Saturday.

From what has been said it will readily be seen that Sunday lasts on the Earth at present 50 hours.

THE TRUE TEACHER.

A true teacher *loves his work.* Instead of plodding through his duties, day after day, he goes about them with spirit and energy. Each day, as it comes, brings new attraction and opens a new life to him. He is continually searching for information that may be of interest and value to his pupils. His love for his work enables him to prosecute it without growing weary or becoming disheartened. Each step presents something of interest beyond, and the day is never too long. His zeal infuses life and interest into his pupils, and they catch his manner, his spirit, and his enthusiasm.

The true teacher *feels an interest in his pupils.* He takes pleasure in pointing out to them the "better way" in all their plans and pursuits. He never helps them in preparing their lessons except when they absolutely need assistance, and then only by a few hints or questions which show the right direction. He shares

their sports, and by this association finds out their weaknesses and faults, and, by gentle influence, aids them to overcome them and walk in the path that leads to a noble manhood or womanhood. He feels an interest not only in their studies and pursuits but also in them personally. What child will not do all he can for such a teacher?

The true teacher is *always firm.* Having once taken a position he only yields when he finds he is in the wrong, and even then he changes in such a manner as not to indicate fickleness. His rules are few and simple, and he requires them to be promptly and cheerfully obeyed. But with all his firmness he unites a kind and mild manner which causes his pupils to love him while they obey his requirements. Even when corrected for misdemeanors, they feel that he is right.

The true teacher is blessed *with a large share of common sense.* This guides him in times of trouble, and helps him to manage all things with tact and ability.

The true teacher tries *to understand what he teaches.* He prepares himself faithfully for his recitations, never attempting to teach a principle which he himself has not mastered. He is careful to keep posted in what is transpiring around him, including discoveries, current events, etc., with a view of using the knowledge thus acquired for the good of his school.

He also seizes every opportunity to add to *his professional knowledge and skill.* He searches for the best methods of instructing his classes; visits different schools to witness their working and methods; attends teachers' institutes; and strives to keep well up with the profession in progress. To this end he studies works on the theory and practice of teaching, and takes and reads educational periodicals. He also feels a fraternal affection for all his co-workers in the profession. He regards every earnest teacher his brother, and is ready to give him a hearty grasp of the hand.

These are some of the attributes or characteristics of a true teacher, and now let us see what are his *motives.*

The grand motive of the true teacher is *to do good.* He seeks to make the next generation better than the present, and, to this end, he teaches his pupils to be good, wise, and honorable. He strives to develop and improve their mimds, and to lead them in the paths of knowledge and virtue; to mould their characters and prepare them for a blissful future existence—and all with the hope that he may meet them in that better land beyond the grave.

He looks on his profession as second to no other, not excepting that of the minister.

Another motive is *his duty to God.* This duty calls him to serve his generation, his country, and mankind, and this he feels he can best do by teaching. He, therefore, engages in this service as a duty.

Unfortunately there are those engaged in teaching who are governed by other motives. Some are teaching solely to get their "bread and butter," and such are daily leaving the business to engage in something that pays better. Others make teaching a means of preparing for college or a stepping-stone to some calling which they like better. These teachers are in the profession temporarily, and may not be governed by the high motives I have named. But for the blunders they make, or the wrong they commit, they are held accountable.

To those about to engage in a calling so high and noble as teaching, let me say look well to your motives. See that they are pure and undefiled, that the harvest which you shall gather may be sheaves of immortality, and that they may be garnered in Heaven. S.

HOW A TROUBLESOME PATRON WAS MANAGED.

Soon after I commenced teaching in Marietta, O., in 1816, two bright and interesting lads, sons of Judge ———, entered my school. The father was one of the associate judges of the county, and was also a good blacksmith. He sent frequent messages to me relative to the teaching of his boys, to which, for a time, I paid no attention. As these messages became rather annoying, I sent a message to him by his oldest son, saying that, as I needed a little exercise, I wished that his father would make for me a nice light ax (saws were not used at that time), that I might cut my own wood. I told the boy to say to his father, by no means *to heat* the iron in making it; that I would not receive the ax if he did so. A day or two after, I met the Judge in the street, when he inquired about the ax. I replied that I had sent him word to make me one. "And what was the message about not heating the iron?" he asked. I replied that I sent word not to heat it. "How am I to make an ax without heating the iron?" he impatiently asked. "O," said I, "hammer it out; I am aware

that it will cost you more labor, for which I expect to pay you." "And how am I to weld the steel?" he still more impatiently inquired. "O pound away on it till it sticks," I answered, "and I will pay you well for your labor." At this point he lost all patience, called me a fool, and expressed his regret that I lacked common sense. "But can't you do it?" I asked. "Do it," said he; "no one with common sense would ask such a question." "Please excuse me, Judge," I replied: "I presume I know as little about your trade as you do about mine." The whole matter instantly flashed upon him in a new aspect: he stood silent a moment, and then turned from me with the remark, "Teach the boys in your own way." The boys were a long time in my school after that, but never another word from the father.

WM. SLOCOMB.

A METHOD OF TEACHING SPELLING.

The spelling begins at the head of the class, and passes down. When a word is "missed," the teacher pronounces the next as though no mistake had been made, simply "dotting" the word misspelled. If the next speller notices the mistake, he takes up the word, and if he spells it correctly, is entitled to the "misser's" place, and his word is repronounced to the next speller. If number two does *not* notice the mistake, and spells the word pronounced to him, the misspelled word is passed until it is taken up by some pupil below who, if he spells it correctly, is entitled to the place of the one who missed it. Should the word be missed at or near the foot of the class and pass by the head, and thence down, the person taking it up is entitled to the place at the head of the class as in other cases. Should any words remain at the close of the lesson, not having been taken up, they can be pronounced to the class as missed words and attention called particularly to them, or a word having passed round the class can be repronounced to the one who missed it, or to any other.

The method secures a thorough preparation of the lesson, close attention in the class, and makes accurate, careful, self-reliant spellers.

JAMES P. MILLS.

Special Publisher's Notice.

Attention is invited to the engraved title page of the cover of this number as foreshadowing improvements to be made in all departments of this Journal. We feel encouraged by various flattering demonstrations to hope that the second year of our enterprise, into which we shall soon enter, will be one of prosperity. That there is a necessity for an Educational Journal in our State, especially at this time, seems to be generally conceded,—quite as much so as to have a publishing house for school books. The publisher pledges, that, if encouraged by the State, this Journal shall be worthy of all patronage.

In addition to the writers of ability who have thus far contributed to these pages, the publisher has the pleasure to announce that he will be assisted by Prof. THOMAS LUCY, who, for twenty years, has been connected with the public schools of the State, and also with various literary journals. Professor LUCY will be the active resident editor and agent of the Journal in Baltimore, at the publication office, the location of which which will be announced hereafter; though, for the present, as heretofore, it is at the printing office of JAMES YOUNG, Esq., 114 West Baltimore st., who is also authorized to receive monies due on subscriptions or otherwise.

The Teacher.

A rare combination of qualities it requires to be a good teacher. It requires a rarer combination of excellences for a first-class instructor than for any other profession on earth, the ministry of the Gospel not excepted. And when you find a man who has a genuine sympathy with children, especially with boys; who has the ability to enter into their feelings, into their hopes, and fears, and aspirations; into their boyish pride and boyish sensitiveness, and into all the elements that go to make up a boy's life; who has the power to arouse the dormant energies in boys, and awaken their minds to healthful activity; who has the power rightly to direct these energies, when awakened; who has the ability to subject boys to a thorough intellectual discipline,

while, at the same time, he is calling out all the finer qualities of the mind and heart, and cultivating their social affections, and inspiring them with noble aims and generous sentiments; who has the ability to lead out and symmetrically develop the powers of boys and make their student life a delight, so that, from day to day, they shall go to their tasks with spring, and alacrity, and bounding joy, as to the choicest recreation; when you find a man so endowed that he is able to so develop the minds of boys as to make them beautiful and gentlemanly in their deportment, the elements being so mixed that when they come to manhood, all shall rise up and say they are *men*—when you find such a man, you will find one who is not only worth his weight in gold, but who is worth it ten times over—you will find a first-class teacher. And that community, down in the midst of which is dropped such a teacher as that, in the providence of God, ought to get on their knees and thank the Great Giver for such a treasure. Such a teacher lays any community under everlasting obligation.

Mnemotechny, No. 8.

[See Fundamental Basis or Key in the July Number.]

[One of the most ingenious uses of this system is its application to committing a series of isolated figures, even hundreds, in such a way as to repeat them either backward or forward, or in any numerical order, as called for—which cannot, under any circumstances, be accomplished by the natural unaided memory, while with this it can be done in an hour. As this exposition would require several pages, we do not care to occupy so much space now for that purpose, but will make this proposition:—we will send, postage pre-paid, a pamphlet containing this and many other matters to any one who will send us a subscriber and $1.50 in advance.]

As a preparatory step to further developments, attention is now invited to the following three nomenclature tables. By reference to the first fundamental basis and key it will be seen that each of these indicating words—adjectives, common and proper names—contains the articulations of its place. The association between the three lists is intimate, so that with a slight degree of attention the whole may easily be retained in the mind, and will subserve many useful purposes, as will be shown hereafter.

1	wet	hat	Hayti
2	new	honey	Noah
3	hum	home	Ham
4	raw	hare	Rio
5	low	hill	Lehigh
6	shy	hedge	Jew
7	gay	hawk	Hague
8	heavy	hive	Eve
9	happy	hope	Hebe
10	dizzy	heads	Hades
11	dead	debt	Deity
12	downy	den	Eden
13	dumb	dame	Adam
14	dear	door	Troy
15	dull	dale	Tell
16	dashy	ditch	Dutch
17	decoy	duck	Dick
18	tough	dove	Davy
19	deep	dupe	Toby
20	nice	news	Nassau
21	neat	night	Nod
22	inane	nun	Union
23	numb	name	Naomi
24	narrow	honor	Nero
25	anneal	knell	Nile
26	newish	niche	Nash
27	knowing	knack	Yankee
28	enough	knave	Nauvoo
29	nappy	knob	Nubia
30	mazy	muse	Messiah
31	mute	mate	Matthew
32	mean	men	Maine
33	mum	mummy	Maumee
34	miry	moor	Amour
35	mellow	meal	Malay
36	meshy	mush	Michaux
37	meek	mug	Mecca
38	miffy	move	Mi fa
39	hempy	mop	Amboy
40	racy	rose	Ross
41	rid	road	Herod
42	rainy	ruin	Rhine
43	rheumy	rhyme	Rome
44	rare	roar	Aurora
45	real	rail	Raleigh
46	rash	rage	Rush
47	rocky	rogue	Yorick
48	rough	roof	Harvey
49	ripe	rope	Europe
50	lazy	lass	Louisa
51	late	lad	Lodi
52	lean	lion	Leon
53	lame	lamb	Lima
54	lower	lawyer	Lear
55	lowly	lily	Lowell
56	yellowish	lash	Elijah
57	lucky	lock	Luke
58	leafy	love	Levi
59	allhappy	lap	Lybia
60	joyous	cheese	Jews
61	shadowy	cheat	Jeddo
62	shiny	chain	Jane
63	shame	gem	Shem
64	showery	shore	Cheraw
65	chilly	jail	Chili
66	showish	judge	Joshua
67	chalky	jug	Jack
68	chaffy	chief	Jove
69	cheap	ship	Joppa
70	gauzy	goose	Guizot
71	gaudy	gate	Quito
72	keen	agony	Cain
73	calm	game	Como
74	gory	car	Cairo
75	ugly	gale	Goliah
76	anguish	couch	Ogeechee
77	quick	gag	Cook
78	coughy	cave	Wykoff
79	gobby	cape	Cuba
80	fussy	face	Fez
81	fat	fight	Fayette
82	fine	fun	Finn
83	foamy	fame	Fam
84	free	fare	Pharaoh
85	full	fuel	Fayal
86	fishy	fish	Feejee
87	foggy	offing	Fuego
88	five	fife	Vevay
89	foppy	fop	Phœbe
90	pious	boys	Boaz
91	bad	bed	Booth
92	puny	bone	Boone
93	balmy	palm	Bahama
94	poor	beer	Hebrew
95	able	blow	Abel
96	boyish	beach	Bush
97	big	peak	Pico
98	buff	beef	Buffo
99	baby	booby	Pope
100	disuse	hot-houses	Deseez

School Journals.

In addition to what was stated on page 264, January number of this Journal, in reference to the Massachusetts Teacher, we now have the following from the Pennsylvania School Journal, referring to the recent suspension of the New York Teacher, or, more properly, its mergence into another periodical:

"At first view this looks badly for the teachers and the cause of education in our neighboring State; but we rather suspect the cause is to be found, less in a failure of the educational energy and interest of New York, than in the wrong basis upon which the *Teacher*—as well as several other State periodicals—was established and conducted. It will probably be found that when a State periodical is started by and as the organ, and is dependent upon the means and support of a State Association, it cannot long sustain itself; and that, even if afterwards conditionally committed to individual ownership, it will ultimately fail. Like every other business enterprise, a School Journal, to be useful and permanent, must have a responsible owner and manager, or it will die from lack of support."

We have an illustration of the same difficulty, says the *Ohio Educational Monthly*, in the history of the *Ohio Journal of Education*, the predecessor of the *Monthly*. No State Association is competent to conduct, for any considerable time, a school journal. It can encourage and sustain private talent and enterprise, and this, as all experience shows, is its wisest course.

Deferred Articles.—The following original contributions are on file for use in future numbers of this Journal, viz: "Sketch of Rev. Dr. Spencer," "Public Instruction," "Professional Courtesy," &c.

School Mottoes.—Much good may be accomplished and lasting impressions made by the use, on the walls of the school room, of good mottoes; and we know of none better or cheaper than those furnished by J. P. McCaskey, of Lancaster, Pa. He furnishes a series of large cards, beautifully printed on both sides, containing twelve excellent mottoes, which he will send by mail, postpaid, to any address for only one dollar.

☞ See advertisement of Fay's great Outline of Universal Geography, by G. P. Putnam & Sons, 661 Broadway, N. Y.

☞ See page 305 for a special publisher's notice.

Book Notices.

"Tom Miller; or *After Many Days.*" J. C. Garrigues & Co., Philadelphia.

This is a story of an emigrant family: the mother, a quiet woman of strong faith: the father, a person devoted to the world, and hard as the nether mill stone. The children follow the father, and not the mother; but she never faints, but labors uncomplainingly until, in her western home, she meets death as only a Christian can. This event is blessed to her husband, and to all the children. The characters are not overstrained, and the moral is unexceptionable.

"Williams' Readable Dictionary," or Topical and Synonymic Lexicon, published by A. S. Barnes & Co., N. Y. This is another one of those practical books for schools and private students, for which these publishers are famous. The objection against the ordinary dictionary, *as a reader*, that the subject changes too frequently, or the stories are too short, does not hold good against this. 350 pages.

"*A Summary of English and of French History,*" for the use of schools, by A. S. Barnes & Co., N. Y. More easily learned than a mere chronological table, and of infinitely greater value. 32 pages.

The Good Man's Legacy. An excellent sermon, by Rev. Samuel Osgood. D. D. With portrait and sketch of Dr. Richard Rothe, of Heidelburg. Price 25 cents.

Consumption; Its cause, and cure by the Swedish Movement. With illustrations and directions for home application, by David Wark, M. D. Price, 30 cents.

Education of the Heart. The necessity of moral culture for human happiness. By Hon. Schuyler Colfax. Sent post-paid for 10 cents. Address the publisher, S. R. Wells, 389 Broadway, N. Y.

The *New Eclectic* for March, is upon our table. It is embellished with a portrait of the English statesman, Hon. Wm. E. Gladstone, besides being freighted with choice selections of literature. Turnbull & Murdoch, publishers, 49 Lexington street, Baltimore.

Virgil's Æneid.—Messrs. Eldridge & Brother, 17 South 6th st., Philadelphia, publish a Latin series of which they will send copies for examination, gratis, to every teacher of Latin in the United States, on application, accompanied by a catalogue of the institution with which he is connected, or of which he is the principal.

Local School Intelligence.

School Exhibition.—The total nett proceeds of the recent series of three school exhibitions, held in Cumberland, at the close of the public schools, for the purpose of raising means to purchase an instrument and library, as reported to President Shober by the committee of teachers having it in charge, was $143.85, which has been appropriated to the purchase of an organ for the schools.

☞ The proceedings of the Teacher's Institute of Anne Arundel county, recently held, as also other local matters, are unavoidably omitted; but hereafter, in the new volume of this Journal, we shall specially report all such meetings.

☞ The number of students at St. John's College is steadily on the increase, and the success of this venerable institution, under its present organization, is regarded as certain. The course of lectures now in progress of delivery by the different professors, excites much interest, especially among members of the legislature.

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"Shemariah."—We have received several copies of pamphlets concerning educational subjects, which we have not had time thoroughly to examine. Address, "Shemariah, 84, Nassau st., New York.

A Fine Art.—If we had ever had a doubt as to whether printing was an art, such doubts would have been removed by an inspection of No. 1, Vol. 3, of Messrs. Conner's Sons' N. Y. "Typographic Messenger," a publication of interest not only to printers.

☞ If all the money wasted in destructive wars should be expended in works of improvement, what a Paradise the world would become.

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1. Peter and John at the Sepulchre.—*John* xx : 1–10.
2. Emmaus.—*Luke* xxiv : 13–35.
3. Jesus in the Midst.—*Luke* xxiv : 36–48.
4. Doubting Thomas.—*John* xx : 24–31.
5. Jesus by the Sea.—*John* xxi : 1–14.
6. Lovest Thou Me?—*John* xxi : 15–23.
7. Preach the Gospel.—*Mark* xvi : 15–20.
8. The Ascension.—*Acts* i : 1–14.
9. Matthias Appointed.—*Acts* i : 15–26.
10. Pentecost I.—*Acts* ii : 1–13.
11. Pentecost II.—*Acts* ii : 37–47.
12. The Lame Man Healed.—*Acts* iii : 1–11.
13. Peter's Sermon on Repentance.—*Acts* iii : 19–26.
14. The Prayer and its Answer.—*Acts* iv : 23–33.
15. Ananias and Sapphira.—*Acts* v : 1–11.
16. In Prison.—*Acts* v : 17–32.
17. Stephen Stoned.—*Acts* vii : 54–60.
18. Simon the Sorcerer.—*Acts* viii : 9–24.
19. Philip and the Eunuch.—*Acts* viii : 26–40.
20. Saul of Tarsus.—*Acts* ix : 1--20.
21. Eneas healed and Dorcas Raised to Life.—*Acts* ix : 32--43.
22. Cornelius the Centurion.—*Acts* x : 1--8.
23. The Gospel Preached to the Gentiles.—*Acts* x : 34--45.
24. The Prison Opened.—*Acts* 12 : 1--19.
25. Death of Herod.—*Acts* xii : 20--25.
26. Elymas the Sorcerer.—*Acts* xiii : 4--13.
27. The Gospel Rejected.—*Acts* xiii : 42--52.
28. The Cripple of Lystra.—*Acts* xiv : 8--18.
29. The Stoning of Paul and His Arrival at Antioch.—*Acts* xiv : 19--28.
30. Lydia —*Acts* xvi : 9--15.
31. The Spirit Medium.—*Acts* xvi : 16--24.
32. The Jailor of Philippi.—*Acts* xvi : 25--34.
33. Thessalonica and Berea.—*Acts* xvii : 5--15.
34. Paul at Athens.—*Acts* xvii : 16--34.
35. Corinth.—*Acts* xviii : 1--16.
36. The Sons of Sceva —*Acts* xix : 11--20.
37. The Uproar at Ephesus.—*Acts* xix : 24--40.
38. The Long Sermon.—*Acts* xx : 1--12.
39. Paul's Farewell Address.—*Acts* xx : 17--38.
40. Paul's Steadfastness.—*Acts* xxi : 6--17.
41. Paul's Arrest.—*Acts* xxi : 26--40.
42. Before the Council.—*Acts.* xxiii : 1--11.
43. The Conspiracy.—*Acts* xxiii : 12--24.
44. Felix Trembled.—*Acts* xxv : 22--27.
45. Almost Persuaded.—*Acts* xxvi : 24--32.
46. The Storm at Sea.—*Acts* xxvii : 14--32.
47. Shipwrecked.—*Acts* xxvii : 33--44.
48. Malta.—*Acts* xxviii : 1--10.
49. Paul at Rome.—*Acts* xxviii : 15--31.
50. Paul an Example.—1 *Tim.* i : 11--17.
51. The Tribulations of Paul.—2 *Cor.* xi : 23--33.
52. Paul Ready to Die.—2 *Tim.* iv : 6--18.

Specimen Page of Lesson Paper.

LESSON No. I.—JANUARY 5th, 1868.

Peter and John at the Sepulchre.

Scripture Lesson.—John xx. 1-10.

1 The first day of the week cometh Mary Magdalene early, when it was yet dark, unto the sepulchre, and seeth the stone taken away from the sepulchre.

2 Then she runneth, and cometh to Simon Peter, and to the other disciple whom Jesus loved, and saith unto them, They have taken away the Lord out of the sepulchre, and we know not where they have laid him.

3 Peter therefore went forth, and that other disciple, and came to the sepulchre.

4 So they ran both together: and the other disciple did outrun Peter, and came first to the sepulchre.

5 And he stooping down, and looking in, saw the linen clothes lying; yet went he not in.

6 Then cometh Simon Peter following him, and went into the sepulchre, and seeth the linen clothes lie;

7 And the napkin that was about his head, not lying with the linen clothes, but wrapped together in a place by itself.

8 Then went in also that other disciple which came first to the sepulchre, and he saw, and believed.

9 For as yet they knew not the scripture, that he must rise again from the dead.

10 Then the disciples went away again unto their own home.

—o—

GOLDEN TEXT.—Death is swallowed up in victory.—1 *Cor.* xv: 54.
CENTRAL THOUGHT.—Christ's victory over death.
TOPIC FOR MEDITATION.—The empty tomb of my Saviour.—*Matt.* xxviii: 6.

—o—

Analysis.—I. *Early at the Sepulchre.*—Mary Magdalene came to the sepulchre while it was yet dark, and found the stone rolled away. Supposing that the Lord's body had been carried away, she ran in distress and told Peter and John.

II. *The Beloved Disciple at the Sepulchre.*—John outran Peter and arrived first, but from some feeling of reverence, perhaps, he did not go into the sepulchre, but looked in.

III. *In the Empty Tomb.*—When Peter came up, he, with his accustomed boldness and earnestness, entered the tomb at once. John, encouraged by his example, went in also. They saw the empty grave-clothes, and John believed that Jesus had risen from the dead. They then returned home.

—o—

Analytical Questions.—I. On what day of the week did Mary come? What day was the Jewish Sabbath? What is said of Mary Magdalene?—*Mark* xvi: 9. What did Mary think had become of the body? What did she say to Peter and John?

II. Which ran the faster, Peter or John? Who was first at the tomb? Did he go in? What did he do? What did he see? Why did he not go in?

III. What did Peter do when he came up? What did John do, then? What did they see? Describe the inside of the sepulchre. What kind of a sepulchre was it?—*Luke* xxiii: 53. What scripture was it that they did not understand?—*Ps.* xvi: 10. Where did the disciples then go?

Concluding Questions.—Do you feel as anxious to have Christ with you, as Mary did to find his dead body? Are you seeking Jesus? Do you love Jesus as she did? Do you believe in a risen Saviour? Is he your Lord? Have you a hope of being glorified with him in the resurrection?

—o—

Sins lost at the Sepulchre.—So I saw in my dream, that just as Christian came up with the cross, his burden loosed from off his shoulders, and fell from off his back, and began to tumble, and so continued to do till it came to the mouth of the sepulchre, where it fell in, and I saw it no more.—*Bunyan's Pilgrim's Progress.*

What Superintendents Say.

I have found The Sunday School Teacher such an excellent auxiliary, that I regard it as indispensable. In this conviction, the teachers of our school fully concur. One of the greatest perplexities that I have found, in my experience as superintendent, has been the selection and arrangement of subjects for study. This is more than obviated by the admirable system of lessons in the Teacher.—*Theo. C. Lewis, Sup. Bap. S. S., Leavenworth, Kansas.*

They all unite in saying that the plan pursued is admirable, and the best they have seen. The effect produced upon our scholars has been very beneficial. If we were deprived of the plan pursued by the Teacher, we should substitute, in its stead, something very similar, as it is a favorite with both scholars and teachers. It has been a great assistance to the officers of the school in securing discipline, attention, punctuality, and last, but surely the most important, assisting materially in the leading of our scholars to Christ.—*Warren Choate, Ass't Sup. Wesley Chapel S. S., Washington, D. C.*

I most heartily recommend the S. S. Teacher. The plan of teaching and the system of lessons it presents, are eminently fitted to reach the grand end of Sunday School instruction. After two years of acquaintance with the Teacher, and with scores of scholars that have used it, I feel safe in commending it to others. I have not yet found a school but testifies to its superior merit.—*Rev. H. A. Miner, State Miss. for Wisconsin.*

It has been my privilege to visit a good number of Sabbath Schools during the past few months, and to introduce the Teacher to many who had not previously used it. Wherever I have found it in use, its influence was marked for good in every particular, training and improving the teachers and officers in methods and spirituality, and elevating the standard of Sabbath School instruction. I sincerely wish that it might be adopted in every Sabbath School in the land as a text book and a guide.—*Dr. C. R. Blackall, Dis. and S. S. Sec'y for the States of Illinois, Michigan and Wisconsin, for Am. Baptist Pub. Society.*

The introduction of the Sunday School Teacher into every school in the land would do more to elevate and improve the system of instruction than any others, means with which I am acquainted. My personal observation and intercourse with superintendents and teachers throughout the State, have brought me to the above conclusion. I almost invariably find those schools and communities where the Teacher is taken, more earnest and efficient in their Sunday School work, than in those where it has not been introduced.—*Rev. W. B. Tyrau, State Miss. Am. S. S. Union for Ill.*

It gives me pleasure to be permitted to say a word in favor of the Sunday School Teacher. First, it is a *wide awake* Sunday School journal, thoroughly up with the times, and meets a want amongst the teachers of our Sunday Schools not heretofore met. No Sunday School teacher, or superintendent, who is wide awake to his duty, and desires to be up with the times in Sunday School matters, as well as in others, will be long without this journal, after becoming acquainted with its merits. —*P. E. Tillinghast, Sup. First Baptist S. S., Pawtucket, R. I.*

We have been much gratified with the success of the S. S. Teacher. In our own school, it has been productive of very good results. A weekly Teachers' meeting has been established for the study of the lessons, which constantly grows in interest. We intend to continue the course next year, satisfied that we can have nothing better for the purpose.—*John M. Matthias, Ass't Sup. M. E. Church, New Haven, Conn.*

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"The other work to which we referred as well worth attention is the 'Outline' of T. S. Fay, and the Atlas by which it is accompanied (New York: G. P. Putnam & Son). These have been prepared by a gentleman well known as the representative for many years of the United States Government at Berlin and at Berne. He is well acquainted with the progress of the science on which he writes, and his plan is so original as to deserve some explanation. While the books of Guyot form a series of books intended to be used one after the other, by the same scholar, as he advances from the age of six or seven years to that of thirteen or fourteen, the treatise of Mr. Fay is complete in itself. He gives a well-constructed atlas of the globe, and with it a little manual containing a series of lessons on the maps, with occasional illustrative comments. This careful map-study, embracing physical as well as political characteristics, may serve either as an introduction to geography or as a final review or *résumé* of one's knowledge. In either case it is adapted to the older scholars of our ordinary schools. The plan which it proposes seems to us very well carried out; and simple as the 'Outline' at first appears, we have been surprised to discover its comprehensiveness and completeness. Obviously the book may be used advantageously before or after other books. There is one feature of the book which has particularly interested us, bearing, as we presume, the impress of Mr. Fay's long acquaintance with German schools. It is intended that the scholar shall learn his lessons under the eye and with the aid of his teacher, who is to *drill* the class. Most of our American teachers do not teach, but hear recitations. Mr. Fay would have them go over each lesson with the class, and see that all its contents are mastered.

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WILLSON'S READERS A SUCCESS.

Our attention has lately been called to a circular headed "Willson's Readers a Failure," and purporting to be published by Messrs. Sargent, Wilson & Hinkle, the publishers of McGuffey's Readers.

Being fully convinced, by the rapidly-increasing circulation of Willson's Readers, that their superior merits will gradually and surely recommend the Series to all competent and impartial persons examining them, we have deemed it unnecessary to reply to the various weak criticisms which have from time to time been made by incompetent teachers and by parties pecuniarily interested in other series. When, however, a paper filled with misrepresentations, and devoid of a single word of honest criticism, is industriously circulated among those who may never have had an opportunity of examining Willson's Readers, and of judging for themselves, we consider it simply *fair* that these misstatements be corrected.

Of the twelve pages covered by this McGuffey circular, eight are occupied by a statement purporting to be made and signed by teachers of the Baltimore City Schools, asserting their preference for McGuffey's Readers over Willson's, and giving their reasons for such preference. Some of the teachers whose names are appended to the aforementioned circular state that it was not written by the teachers, nor was it the result of any deliberation on their part. The circular was brought to them by the McGuffey agent (possibly *written* by him), and, as they supposed McGuffey's Readers were to continue in use, they were willing to sign *any* paper which would rid them of the wearying solicitations of persistent agents. The Superintendent of Public Instruction in Baltimore says of the teachers who have a decided preference for McGuffey's books: "The pupils read them (McGuffey's Readers) without effort: *this is the reason why a number of the teachers desire their use.*"

The true history of the two series in Baltimore is thus: Willson's Readers, after two years' successful use in the city, were adopted by the Maryland Board of Education as the Official List of Readers for the State. About a year thereafter the agents of McGuffey's Readers, by appealing to sectional and political feelings, succeeded in having his Readers substituted for Willson's in the City of Baltimore. The State authorities tested the right of the City Board to make such change, and were sustained by the courts; but before the mandamus could be served, after a very few months' trial of McGuffey's Readers, Willson's were readopted by the same Board which had displaced them; and the City Superintendent stated in a letter to the State Board of Education that while using McGuffey's Readers, "*So far from making progress in their reading, the classes had deteriorated in a considerable degree.*" (Read Dr. McJilton's letters, on pages 3 and 4 of this circular.)

Willson's Readers are still the only ones used in Baltimore.

This McGuffey circular informs the people of Ohio that "a number of book peddlers are in their midst, endeavoring, by a variety of misrepresentations, to sell Willson's Readers." As we have never received *a single complaint* of misrepresentations having been made by our agents, we are compelled to believe that their statements and arguments are confirmed by the experience of those to whom they sell the books.

This McGuffey circular gives the names of about seventy cities and towns from which Willson's Readers have been displaced. Of these towns, scattered through a number of States, not twenty are places of 10,000 inhabitants, and the whole seventy do not contain as many pupils in their schools as the schools that are now using Willson's Readers in Ohio. In this list is the name of Baltimore, whose history in connection with Willson's Readers we have already given, and whose schools contain one third as many pupils as the entire number of towns on the list. The list gives the names of places where Willson's Readers were *never* used, and of others where they are *still* in use. From this pitiful show of disapprobation the publishers of McGuffey's Readers profess to infer "that they (Willson's Readers) are wholly unfit for use in the school-room, and can not be successfully employed to teach reading." This inference is any thing but complimentary to the school

officers, teachers, and parents of Ohio; for, notwithstanding the large numbers of Willson's Readers used in that State, we have not for a long time received a single complaint against them: on the contrary, we receive many letters from school officers, teachers, and parents, expressing great satisfaction with the matter contained in the books, and with the progress of the children in the acquirement of elocutionary ability and useful information. It is impossible to suppose that the people of Ohio can be so completely misled as to the comparative merits of the two series, after having used McGuffey's for years previous to the adoption of Willson's.

The McGuffey circular farther states that, owing to the expense of Willson's Readers, and other still more serious objections, some people in every district will not buy them, and a partial introduction breaks up the classification of the school, and renders the teachers' efforts almost fruitless." In reply to this we would say that in Ohio our Readers are in *exclusive* use in *one hundred* times as many schools as use Willson's combined with some other series.

The manner in which Willson's Series is graded gives the McGuffey publishers an opportunity—which they embrace—to make a partial and unfair exhibit of our prices. Below we append a *correct* list of our books, according to gradation, with our *highest* prices:

Primer	(First	Book of Reading Series),			48	pages,	107	cuts,	$ 25.
First Reader	(Second	"	"	"	84	"	132	"	40.
Second Reader	(Third	"	"	"	154	"	100	"	60.
Int. Third Reader	(Fourth	"	"	"	216	"	77	"	80.
Third Reader	(Fifth	"	"	"	264	"	142	"	90.
Int. Fourth Reader	(Sixth	"	"	"	312	"	65	"	1 10.
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Fifth Reader	(Eighth	"	"	"	540	"	208	"	1 80.

The Primer is not a simple toy-book, as in some series, but is a *Reader* containing elocutionary instructions, and was expressly made to be the first book of Willson's Reading Series. Willson's *Fifth* Reader is a book adapted to High School use, and is, with the Fourth, largely used in a number of the best High Schools in the country, with very satisfactory results. The first *six* reading books of Willson's Series are as cheap as the six books of McGuffey's Series, and are far superior in gradation, in diversity and appropriateness of matter, and in quantity and quality of illustration. The publishers of McGuffey's Readers evidently seek to create an impression that our Readers are sold exorbitantly high, and that the publishers are reaping enormous profits on the first cost of the books, whereas the fact is that the proportionate profit is *smaller* than on any other series of Readers. The single item of *illustration* has cost more money than the publishers of McGuffey paid for the artistic work, the type-setting, and the electrotyping of their entire reading series.

The publishers of McGuffey finally appeal for Ohio patronage on the ground that their books are written, printed, and bound in the State. No honest educator will be misled by such an appeal. While we admit the obligation to patronize home productions, *every thing else being equal*, the proper education of the youth of our land is of so great importance that the pecuniary aggrandizement of a particular business firm sinks into comparative insignificance when compared with it. The rising generation, for their own individual good, for the welfare of the community in which they reside, and for the interest and well-being of the commonwealth, must be allowed the best possible opportunities for thorough education during their short school time. If, while acquiring elocutionary ability and a taste for literature, they can at the same time learn the rudiments of Natural Science, acquire a taste for investigation, and lay a foundation for future additions of valuable knowledge, it is *criminally* foolish to deter them from doing so for the sake of nourishing sectional or political feeling.

Among the States using Willson most extensively is Massachusetts, though two series are published in that State; and of the entire number of towns in Massachusetts into which we have introduced them, but *one* town has ever displaced them. The Western States, ever on the alert for the *best* of every thing, purchase immense

numbers of them. California, the State which takes the most pains and spends the most money to obtain good teachers, enthusiastically endorses them, and has recently adopted them for another period of four years.

We invite your candid, unprejudiced, and impartial attention to the following pages of testimony.

Very respectfully,

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From Hon. L. VAN BOKKELEN, *State Superintendent of Public Instruction, Maryland.*

My apprehension lest they should prove better adapted for teaching Natural History than for elocutionary reading has been removed, and it gives me pleasure to say that I am convinced that, while making good elocutionists, valuable information is imparted to the children by the use of this series.

Letter from the Superintendent of Public Instruction in the City of Baltimore to the Maryland Board of Education.

OFFICE OF THE COMMISSIONERS OF PUBLIC SCHOOLS,
BALTIMORE, *June* 27, 1867.

GENTLEMEN,—As an effort is in progress to effect another change in the series of Reading Books used in the public schools of the State, including those of the City of Baltimore, it becomes my duty to address you upon the subject.

The effort is designed to remove Willson's Series of Readers and to introduce McGuffey's. As Superintendent of the Public Schools of Baltimore City, I have had opportunities of testing the value of both series, and I object to the removal of Willson's and the introduction of McGuffey's Readers for the following reasons:

1st. Because the standard of literature in McGuffey's books is the lowest of all the Readers I have examined, while that of Willson's is the highest. Our schools have passed that period of their history when they could have received benefit from such Readers as McGuffey's. The pupils of the schools read them without effort. This is the reason why a number of the teachers desire their use.

2d. As a series, McGuffey's books are badly graded. If you will examine, you will find that the fourth book is very little in advance of the second. There is but little opportunity for progress in this arrangement. Books which can be read without any effort are of no use to the pupil except so far as they teach sound morality.

3d. There are six books in the series, and such is the low character of their literature, and the imperfection of their grading, that four of them must be used in Primary Schools, leaving but two for use in the Grammar Schools, unless the same books used by the pupils in the Primary Schools be continued in their hand in the Grammar Schools, subjecting the pupils to the same books in both grades of schools, much to their annoyance and little to their profit. A large number of the teachers require the introduction of the fifth book in the Primary Schools, leaving

but one for the Grammar Schools. This, of itself, is sufficient evidence of the low standard of the literature of the series, of the imperfection in their grades, and of their unfitness for schools of the standard of proficiency attained by ours. Books, as readers, that require no effort on the part of the pupil, and no interposition on the part of the teacher, are useless in the hands of the pupils.

4th. The change from Willson's to McGuffey's Readers did material damage to our schools. Of this I have most positive evidence in the result of the last annual examination of the Grammar Schools. So far from making progress in their reading, the classes had deteriorated in a considerable degree.

5th. The pupils that read McGuffey's books readily and without effort can not read Willson's, or any series of reasonable grade, without great difficulty. The interposition of the teacher is required in order to enable the pupil to overcome every difficulty. After using Willson's books, they are able to master any others without difficulty. Such is the effect of Readers of an elevated standard of literature.

Objections are urged against Willson's Readers on account of the department of Natural History. It is said to be too scientific and too difficult for the pupils to master. The difficulty, not the scientific feature, must be the ground of the objection. The scientific feature, however, is said to be the cause of the difficulty. The objection works against a rote system of instruction, but not in any sense against an intelligent system. With but little effort on the part of the teacher, the difficulty can be removed, and such effort is necessary in any successful method of instruction. Pupils read McGuffey's books without effort on the part of the teacher. They can not so read Willson's. Nor can they make proper progress in the use of any such material as that supplied by McGuffey's books.

The department of Natural History I conceive to be of great advantage to our pupils. It is one of the features that induced me to favor the introduction of Willson's Readers into our schools. The Readers are superior to others without this department, and it can be omitted if desired. This, however, my judgment can not consent to. The most difficult scientific words are well mastered by our pupils with but little assistance from the teacher, and when mastered the pupil has made progress not attained by ordinary reading. The advantage appears irrespective of the knowledge secured by the pupil in one of the most interesting and profitable departments of his study. In many instances all the knowledge of Natural History the pupil may obtain will be secured to him by the use of Willson's Readers in the schools.

I ought not to omit the opportunity of presenting thus briefly my experience in a matter of so much importance to our schools. It is my duty, if possible, to prevent the degradation of the status of our Public Schools, which is inevitable in the change of Readers from Willson to McGuffey. We have labored diligently and constantly in the effort to attain our present standard. A single movement in the direction proposed will throw us back many years. We should hold on to what we have attained, and secure progress by the use of the very best text-books. We have now reached a position and character which have been secured by the use of such books, and are acknowledged the best reading element in the country. It has been secured by the use of Willson's Series. Shall we lose this high position and honorable character by any retrograde movement? We certainly can not consent to any such action without a most earnest protest.

My judgment as thus expressed is based upon an experience of more than twenty-five years. Eighteen of those years have been passed in the superintendence of the Public Schools of Baltimore City. I hope the status secured in the progress of our system may be maintained by the employment of the very best material that can be secured both of books and teachers.

I have no interest personally in the books, the use of which I desire in our Public Schools. I would provide the best possible agencies for the children of our schools.

Respectfully, J. N. McJilton,

Superintendent of Public Instruction in the City of Baltimore.

SUCCESS OF WILLSON'S READERS.

TESTIMONY FROM MARYLAND.

OCTOBER, 1867.

Willson's Readers were adopted by the State Board of Maryland in 1865. The following correspondence with the State Superintendent of Public Instruction of Maryland and the superintendent of schools in Baltimore City shows conclusively that they have proved a complete success:

Letter from HARPER & BROTHERS *to* Rev. L. VAN BOKKELEN, D.D.

"*October* 10, 1867.

"REV. L. VAN BOKKELEN, State Superintendent:

"DEAR SIR,—We have had our attention called to a circular headed 'Willson's Readers a failure—tried and found wanting,' purporting to represent the result of their use in your state since their adoption by the State Board of Education.

"May we ask whether you have on file in your office any expression from the school trustees or the teachers of the state that would indicate their opinion of said Readers? If so, we would consider it a great favor to receive copies of the same, or their purport, as we can not believe that they will justify any such circular as the one referred to.

"An early answer will oblige Yours truly,

HARPER & BROTHERS."

To which Superintendent Van Bokkelen replies as follows:

"*State of Maryland, Dept. of Public Instruction, Superintendent's Office, Baltimore, Oct.* 1867.

"MESSRS. HARPER & BROS.:

"DEAR SIRS,—I have your communication informing me that your attention has been called to a circular headed 'Willson's Readers a failure—tried and found wanting,' purporting to represent the result of their use in the public schools of Maryland since their adoption by the State Board of Education.

"You ask whether there is on file in this office any expression from school trustees or others that would indicate their opinion of said Readers.

"In reply, I have the pleasure to refer you to the following extracts from letters received of the county superintendents of public schools, and from the superintendent of the public schools of the city of Baltimore.

"Very respectfully yours,

"L. VAN BOKKELEN.

"P. S.—I send expressions from Baltimore, Calvert, Carroll, Howard, Kent, Prince George, Queen Anne, Somerset, Talbot, Washington, Worcester, Harford, Frederick, Montgomery, Cecil, and St. Mary counties.

"From Anne Arundel I will have no response. Dr. Anspach, the superintendent, died lately, and Mr. Thompson, his successor, has had no opportunity to judge.

"I will have letters from the other five counties soon."

From J. N. M'JILTON, D. D., *Superintendent of Baltimore City Schools.*

"The change from Willson's to M'Guffey's Readers did material damage to our schools. Of this I have most positive evidence in the result of the last annual examination of the grammar-schools. So far from making progress in their reading, the classes have deteriorated in a considerable degree."

From J. N. CHEIST, *Superintendent of Carroll County, Maryland.*

"After using at different times most of the prominent series of Reading Books, I have no hesitation in saying that I consider Willson's Readers better adapted to the requirements of our Public Schools than any other I have ever used. They are now receiving the unqualified approval of every teacher in the county."

From J. W. THOMPSON, *Superintendent of Queen Anne County.*

"As to the acceptability of Willson's Readers, I can say that they have been universally approved by our teachers. In my judgment they are all we want as Readers. They not only contain every variety of reading, and rules as to the proper manner of teaching it, but there is so much instruction contained in them that they are very interesting to the pupils. They are also much used by the members of the family who are too old to go to school, as amusing and instructive reading."

From THOMAS A. BOULT, *Superintendent of Washington County.*

"I consider Willson's Series of Readers superior to others, because they are arranged according to the 'Object Lesson' theory, and the Primary Readers are thus better adapted both to teachers and pupils. To the child with ordinary capacity it is a pleasure to learn to read in them.

"The higher numbers are preferable to those of other series on account of the vast fund of general information in the natural sciences that they contain, and of which very many pupils would remain totally ignorant through life did they not obtain it from these Readers at school.

"By a proper use of this series the reader learns to read correctly and understandingly, and escapes contracting that monotonous drawl so commou to schoolboys. We have been using this series of Readers in our county with marked success."

From H. A. WHITE, *Superintendent of Somerset County*

"Willson's Readers have given very general satisfaction in our county, and have proved eminently successful in our Public Schools. The First and Second Readers have elicited special commendation from our teachers as being the best for young beginners they have yet seen."

From HOWARD MEEKS, *Superintendent of Kent County.*

"I believe the main objects of any series of books of this kind are better attained in Willson's than in any other of which I have any knowledge.

"These objects are to make good readers and to impart useful information. The first is sought to be accomplished in the first numbers of the series and in the earliest stages of the child's progress, while the latter is certainly gained in the higher numbers.

"I have used M'Guffey's, and was always impressed with the lack of suitable exercises for beginners."

From SAML. A. HARRISON, *Superintendent of Talbot County.*

"I have heard no complaints from the teachers of the Willson's Readers, which are now in general use in our county. Those lowest in the series are most commonly in the hands of our children, and we are using them advantageously.

"The beauty of Willson's Readers is not equaled by any school books with which I am acquainted, and the material qualities of whiteness of paper, clearness of typography, and elegance of illustration are not to be lightly esteemed."

From S. K. DASHIELL, *Superintendent of Howard County.*

"Willson's Series of Readers, now in use in the schools of the state, are very acceptable to the patrons of the schools in this county. They are approved by the teachers and interesting to the pupils—much more so than M'Guffey's would be. As a practical teacher of twenty-one years' standing, I decidedly approve of these books."

From R. C. M'GINN, *Superintendent of Baltimore County.*

"The Readers of Willson's Series have been in use in the public schools of Baltimore County for the last two years.

"The teachers have almost unanimously expressed themselves as well satisfied with these Readers, believing that in variety of matter, in methodical arrangement, and in general adaptation to the wants of the scholars, they are equal to any text-book now in use."

From SAML. K. STEWART, *Superintendent of Worcester County.*

"I think Willson's Readers admirably adapted for use in schools. I am confident that they have proved so in our county.

"They begin with those simple sentences which the child just learning the sounds of the letters may readily read, while they are at the same time such as will interest him. Advancing gradually, they tend to make the pupils thorough in the correct principles and rules of reading.

"Another advantage of these Readers is the valuable information imparted by the reading exercises of the advanced numbers.

"I think Willson's superior to all others that I have seen."

From JOHN H. BAYNE, *Superintendent of Prince George County.*

"I decidedly prefer Willson's Series of Readers to any I have seen. I think it may be said that the series is universally acceptable to the teachers and useful to the pupils."

From JOHN R. QUINAN, *Superintendent of Calvert County.*

"I have no hesitation in saying that, whether we regard the typographical execution and beauty of illustration, the variety and interesting character of their contents, or their practical utility as text-books in the art of reading, they surpass any readers that I have ever examined or seen employed in this county.

"In this opinion I am sustained by the experience of all our teachers, who have frequently declared to me that their best and *most natural* readers are their younger pupils, whose instruction has been confined to Willson's Series."

From Rev. T. S. C. SMITH, *Superintendent of Harford County.*

"It is not enough to say simply I am pleased with Willson's Readers, but I am free to give as my opinion that they have few equals. Teachers whose opinions are worth more than mine say they have used them with better success than any other series. I have made special inquiry of well-educated and successful teachers in reference to books generally, and no one has yet failed to praise 'Willson's Readers.'"

From W. H. FARQUHAR, *Superintendent of Montgomery County.*

"In regard to Willson's Series of Readers, I answer that, measured by the test of the school-room, their value stands unquestionably high. They have given more satisfaction to the patrons than any of our books. Patrons seem to think that their children are getting something of value in the mass of knowledge therein contained. We have never been able to keep the schools sufficiently supplied with the Readers."

From Dr. L. H. STEINER, *Superintendent of Frederick County.*

"You ask the comparative merits of Willson's and M'Guffey's Readers. This question is startling, quite as startling as though asked to give an opinion on Pike's Arithmetic as compared with Davies's, Greenleaf's, or Robinson's. I had looked upon M'Guffey's books as so utterly dead that no one ever thought of their introduction at the present day. When Readers were carelessly compiled, imperfectly illustrated, and badly printed on inferior paper, *then* M'Guffey's had some right to be considered not as bad as their competitors for public favor; they never could be called good.

"We have used Willson's First and Second Reader in our schools with very great satisfaction to the teacher and scholar. The scholars are very much pleased with the Readers, and their progress is as great as could be expected.

"The Third Reader is quite well adapted as a successor to the Second. We do not use the Fourth and Fifth."

From Rev. Dr. JAMES BUNTING, *Superintendent of St. Mary's County.*

"We have used the Willson's Series of Readers with great acceptability to the teachers and advantage to the pupils."

From F. A. ELLIS, Esq., *Superintendent of Cecil County Schools.*

"With regard to Willson's Readers, I feel well assured I speak the sentiments of a large majority of the teachers of this county when I say that they are preferred to any other series heretofore used.

"With reference to a comparison between the Willson and M'Guffey series, I have inquired of Mr. Newman, one of our very best teachers. His reply was that he greatly preferred Willson's Readers. He regards them, especially the lower numbers, as the best he has ever seen."

FARTHER FROM BALTIMORE.

Dr. M'Jilton further writes, in reply to a letter sent October 10th, of the same character as the one addressed to Dr. Van Bokkelen on the same day and copied above, as follows:

Office City Superintendent Public Instruction,
Baltimore, October 13th, 1867.

"MESSRS. HARPER & BROTHERS:

"Yours of the 10th has been received. In reply I have to state that my examinations of our schools have proved that Willson's Readers, so far from being a failure, are a *decided success.* We never had as perfect reading in our schools as has been produced by Willson's Series. The Readers have been tried, but they have not been found wanting.

"I was accompanied in my visits to the schools by the chairman of the joint committee of education of the two branches of the City Council. His testimony corresponds with my own. In their grades the Readers are well adapted to the classes in which they are used. With but little assistance from the teacher, they enable the pupils to *feel* their progress, and thus they encourage their advancement.

"In regard to the evidence given by our teachers in favor of another and much lower series, it is not unlikely that it was procured by interested agents as a matter of personal favor. Signatures are frequently obtained in this way, while those who give them are not informed of the use that is to be made of them. Respectfully,

"J. N. M'JILTON,
"Superintendent of Public Instruction."

"As a personal witness of the examinations referred to in the above, I am obliged to state that my experience fully accords with that of the superintendent.

"SAMUEL A. EWALT,
"Chairman of the Joint Committee of Education of the First and Second Branches of the City Council of Baltimore."

Willson's Readers a Success.

WHAT NEW YORK CITY SAYS ABOUT THEM AS COMPARED WITH OTHERS.

The School System of New York City presents peculiar advantages for testing the comparative merits of Reading-Books, inasmuch as the Teacher is allowed to select from nine different series, and the Superintendents annually examine every class, and mark its comparative deficiency. Teachers, therefore, select the Books with which they can produce the best results; and as their professional reputation would suffer by comparative failure, none can afford to use an inferior Book as a favor to Publisher or Agent.

WILLSON'S READERS were adopted for use in Public Schools of New York City in November, 1860. That they surpass all other series in the amount of valuable information imparted is conceded by all teachers; and we have heretofore published a large amount of testimony from those who are using the books, to show that they are not excelled by any other series as manuals for *Elocutionary Reading.* We here present the testimony of the New York City Superintendents on this point, as deduced from an experience of more than four years in the use of Willson's Readers.

The Board of Education employ a corps of competent Superintendents, whose duty it is to decide upon the qualifications of Teachers, to issue to them certificates or licenses, and to keep themselves and the Board thoroughly acquainted with the results of the labors of these Teachers.

Hon. S. S. RANDALL has held the position of City Superintendent since June, 1854. He has associated with him Messrs. HENRY KIDDLE and WILLIAM JONES as Assistant Superintendents, the former since May, 1856, and the latter since December, 1856.

The following question was submitted to these gentlemen in April, 1865:

"In the examination of the schools under your superintendence, in which there are so many series of Readers in use, have you discovered any *comparative deficiency in Elocutionary Reading* in those schools or classes where Willson's Readers are used?"

To which they respectively responded as follows:

Superintendent RANDALL, under date of April 26, 1865, says:

"In reply to your inquiry, I have to state that in the examination of the schools under my charge, among the great variety of Readers in use, *I have never discovered any comparative deficiency in elocutionary reading in those schools or classes where Willson's Readers are used.*"

Mr. KIDDLE, under date of April 22, 1865:

"I would state that the undersigned has *not* noticed any comparative deficiency in elocution or reading in the numerous classes which are now instructed by means of the Readers to which you refer. On the contrary, I have uniformly found these classes as expert and proficient in the art as any I am required to examine."

Mr. JONES, April 24, 1865, says:

"I have examined Mr. KIDDLE's testimony as given above. My experience entirely corresponds with his."

During the year 1866 the Teachers called for 20,300 volumes of Willson's Series, and only 8092 volumes of McGuffey's, although the latter were on the list at least ten years before Willson's were published (1860).

NAMES OF SOME OF THE DISTINGUISHED EDUCATORS WHO HAVE INDORSED WILLSON'S READERS.

Hon. Edward Ballard, State Superintendent, Maine.
E. T. Quimby, Principal of Appleton Academy, New Hampshire.
Hon. J. S. Adams, State Superintendent, Vermont.
E. Conant, Principal of Randolph Academy, Vermont.
Hon. A. J. Phipps, Agent of the Massachusetts Board of Education.
W. J. Rolfe, Cambridge High School, Massachusetts.
Hon. David Camp, State Superintendent, Connecticut.
Hon. J. B. Chapin, State School Commissioner, Rhode Island.
Prof. David Beatie, Dunkirk, N. Y.
Hon. S. S. Randall, City Superintendent of Schools, New York City.
Henry Kiddle, Assistant " " " "
Prof. Thomas Hunter, Principal of Ward School No. 35, New York City.
Prof. L. B. Hanaford, Brooklyn, N. Y.
Rev. Samuel Lockwood, New Jersey.
J. V. Montgomery, Principal of State Model School, Pennsylvania.
Rev. E. J. Young, Allentown, Pa.
Prof. R. Curry, Normal Institute, Pittsburg, Pa.
Prof. H. J. Gourley, Pittsburg, Pa.
Hon. L. Van Bokkelen, State Superintendent, Maryland.
Hon. Anson Smyth, State School Commissioner, Ohio.
Hon. G. W. Hoss, State Superintendent, Indiana.
Prof. J. V. N. Standish, Lombard University, Illinois.
Prof. E. A. Strong, Grand Rapids, Mich.
S. M. White, Principal of Waukesha Seminary, Wisconsin.
D. Franklin Wells, Principal of Normal Dept., State University, Iowa.
W. F. Phelps, Principal of State Normal School, Minnesota.
Hon. I. T. Goodnow, State Superintendent, Kansas.
Hon. W. E. Harvey, School Commissioner, Nebraska.
Prof. Franz Sigel (General Sigel), St. Louis, Mo.
Prof. L. H. Cheney, St. Louis, Mo.
Prof. W. O. Goodloe, Lexington, Ky.
Prof. R. O. Currey, Collegiate Institute, Knoxville, Tenn.
Prof. T. A. Crenshaw, Edgewood Seminary, Virginia.
Rev. R. M. Manly, Richmond, Va.
Prof. B. W. Foster, Columbia, N. C.
Prof. Geo. T. Browne, Georgia Female College.
Prof. J. A. Melcher, Eutaw Female Academy, Alabama.
Prof. W. R. Richardson, Oxford, Miss.
Hon. John McNair, Superintendent of Education, Louisiana.
Prof. F. L. Yoakum, Larissa College, Texas.
Hon. John Swett, State Superintendent, California.
T. M. Gatch, President of Wallamet University, Oregon.
Rev. B. C. Lippincott, A.M., Sup't of Instruction, Washington Territory.
P. B. H. Stenhouse, Regent of the University of Utah.

FRANKLIN SQUARE, NEW YORK, *January* 1, 1868.

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"Lately one of the most important suits of modern times, in the highest court of England, turned solely on the definition of a single word. It is significant of Dr. Webster's reputation in England as a definer of words, that, in the Alexandra case, tried in the Court of Exchequer, at Westminster Hall, under purely English law, no other Dictionary, English or American, was quoted or alluded to, than his. We quote from the Lord Chief Baron's decision, June 24, 1863 (page 232 of the Report of the trial): —

"'I have looked, so that I might not go wrong, (as we have the advantage of having it here,) at Webster's American Dictionary, a work of the greatest learning, research, and ability.'" — *Boston Journal.*

The following are from the Reports of the State of New York, and are furnished by AUSTIN ABBOTT, Esq., Author of Abbott's Digest, who remarks: "I presume I could collect five or ten times as many on an examination of the Reports of other States."

The precise language of the definitions cited in the following Reported Cases, is that found, in some instances, in the earlier editions of Webster, and which may have been somewhat modified in the present revised edition. Yet in this revision it has been the aim not only to maintain, in this respect, the former precision and accuracy, but, where possible, to render them even yet more precise and accurate.

1. *Beer.* A fermented liquor made from any farinaceous grain; but generally from barley, which is first malted and ground, and its fermentable substance then extracted by hot water. This extract or infusion is evaporated by boiling in caldrons, and hops, or some other plant of an agreeable bitterness, added. The liquor is then suffered to ferment in vats. *Beer* is of different degrees of strength, and is denominated *small beer*, *ale*, *porter*, *brown stout*, &c., according to its strength or other peculiar qualities.

[Adopted, as being a "strong and spirituous liquor."] Supreme Court, 1846. Nevin *v.* Ladue, 3 Den. 43; 1855. People *v.* Wheelock, 3 Park. Cr. 9.

2. *House.* In a *general sense*, a building or shed intended or used as a habitation or shelter for animals of any kind, but *appropriately* a building or edifice for the habitation of man; a dwelling-place, mansion, or abode for any of the human species. It may be of any size, and composed of any materials whatever, — wood, stone, brick, &c.

[Adopted.] Supreme Court, 1856. Thompson *v.* People, 3 Park. Cr. 208.

3. *Wilfully.* 2. By design; with set purpose.

[Adopted.] Supreme Court, Sp. T. 1856. Northern Railway Co. *v.* Carpentier, 3 Abbott's Pr. 259; S.C. 13 How. Pr. 222.

4. *Thoroughfare.* 1. A passage through; a passage from one street or opening to another; an unobstructed way.

[Adopted.] Supreme Court, 1851. Wiggins *v.* Tallmadge, 11 Barb. 457.

5. *Assign.* 1. To allot; to appoint or grant by distribution or apportionment.

4. In *law*, to transfer; to make over to another the right one has in any object, as an estate, *chose* in action, or reversion. To *assign dower*, to make over a life interest in lands to the widow of the one from whom the assignor inherits.

[Adopted.] Supreme Court, 1852. Bump *v.* Van Orsdale, 11 Barb. 634.

6. *Character.* 4. The peculiar qualities impressed, by nature or habit, on a person, which distinguish him from others: these constitute *real character*, and the qualities which he is supposed to possess constitute his *estimated character* or *reputation*. Hence we say, a *character* is not formed, when the person has not acquired stable and distinctive qualities.

[Adopted.] Supreme Court, 1850. Carpenter *v.* People, 8 Barb. 603.

7. *Benefit.* 2. Advantage; profit; a word of extensive use, and expressing whatever contributes to promote prosperity and personal happiness, or adds value to property.

[Adopted.] Supreme Court, 1851. Fitch *v.* Bates, 11 Barb. 471.

8. *File.* 2. To arrange or insert in a bundle, as papers, indorsing the title on each paper. *This is now the more common mode of filing papers in private and public offices.*

[Adopted.] Supreme Court, 1850. Bishop *v.* Cook, 13 Barb. 326.

9. *Injury.* 1. *In general*, any wrong or damage done to a man's person, rights, reputation, or goods.

[Adopted.] Supreme Court, Sp. T. 1856. Northern Railway Co. *v.* Carpentier, 3 Abbott's Pr. 259. S.C. 13 How. Pr. 222.

10. *Interest.* 1. Concern; advantage; good; as *private* interest; *public* interest.

3. Share; portion; part; participation in value.

[Adopted.] Supreme Court, 1851. Fitch *v.* Bates, 11 Barb. 471.

11. *Jobber.* 4. A merchant who purchases goods from importers and sells to retailers.

[Adopted.] V. Chan. Ct. 1847. Steward *v.* Winters, 4 Sandf. Ch. 587.

12. *Lend.* 1. To grant to another for temporary use, on the express or implied condition that the thing shall be returned; as, to lend a book.

[Adopted.] Supreme Court, 1855. Elton *v.* Markham, 20 Barb. 343.

13. *Lottery.* 1. A scheme for the distribution of prizes by chance, or the distribution itself.

[Adopted.] Court of Appeals, 1852. Almshouse of New York *v.* Am. Art Union, 7 N.Y. (3 Seld.) 228. People *v.* Payne, 3 Den. 88.

14. *Meet.* Fit; suitable; proper; qualified; convenient; adapted, as to a use or purpose.

[Adopted.] Supreme Court, 1850. Woodburn *v.* Mosher, 9 Barb. 255.

15. *Proceeds.* 2. In *commerce*, the sum, amount, or value, of goods sold or converted into money. The consignee was directed to sell the cargo and vest the *proceeds* in coffee. The *proceeds* of the goods sold amounted to little more than the prime cost and charges.

[Adopted.] Court of Errors, 1831. Dow *v.* Whetten, 8 Wend. 160.

16. *Prostitution.* 1. The act or practice of offering the body to an indiscriminate intercourse with men; common lewdness of a female.

2. The act of setting one's self to sale, or of devoting to infamous purposes what is in one's power; as, the *prostitution* of talents or abilities; the *prostitution* of the press.

[Adopted.] Supreme Court, 1850. Carpenter *v.* People, 8 Barb. 603.

17. *Purchase.* 2. In *common usage*, to buy; to obtain property by paying an equivalent in money. It differs from Barter only in the circumstance, that, in *purchasing*, the price or equivalent given or secured is money; in *bartering*, the equivalent is given in goods.

[Adopted.] Supreme Court, 1853. Hoyt *v.* Van Alstyne, 15 Barb. 568.

18. *Residence.* 1. The act of abiding or dwelling in a place for some continuance of time; as, the *residence* of an American in France or Italy for a year.

[Adopted.] N.Y. Superior Court, 1857. Bartlett *v.* City of New York, 5 Sandf. 44. Crawford *v.* Wilson, 4 Barb. 504.

19. *Team-work.* Work done by a team, as distinguished from personal labor.

[Adopted.] N.Y. Superior Court. Chambers. Harthouse *v.* Rikers, 1 Duer, 606.

20. *Team.* 1. Two or more horses, oxen, or other beasts harnessed together to the same vehicle for drawing, as to a coach, chariot, wagon, cart, sled, sleigh, and the like.

[Adopted.] N.Y. Superior Court. Chambers, 1853. Harthouse *v.* Rikers, 1 Duer, 606.

21. *Shave.* 6. To strip; to oppress by extortion; to fleece.

[Adopted.] Court of Errors, 1845. Stone *v.* Cooper, 2 Den. 293.

22. *Security.* 5. Any thing given or deposited, to secure the payment of a debt, or the performance of a contract; as a bond with surety, a mortgage, the indorsement of a responsible man, a pledge, &c.

[Adopted.] A. V. Chan. Ct. 1845. Storm *v.* Waddell, 2 Sandf. Ch. 494.

Judge DILLON, of Davenport, Iowa, furnishes the following, from the Iowa Reports, in which Webster has been cited as authority, in the Courts of that State:—

1. *Over.* Webster's fifth and sixth definitions approved and adopted as basis of decision in Carpenter *v.* Cedar Rapids R. R. Co., 12 Iowa Rep. 105, per *Lowe*, C. J.

2. *Surprise.* Webster's first definition expressly adopted and approved in Willard's Equity Jurisp. p. 205.

3. *Effected.* In law frequently synonymous with *enforced.* Thus a lien may be *effected*, that is *enforced*, by bringing an action, &c. 9 Iowa, 154.

4. *Used.* Legal meaning of the word, see 9 Iowa, 155.

5. *Prudent.* "The *prudent* man is a cautious man—*practically wise.*"—Webster. Per *Wright*, C. J., 9 Iowa, 236.

6. *Judiciously.* "To act *judiciously* is to exercise good judgment." — *Webster.* Approved and adopted. 9 Iowa Rep. 236.

7. *Skillfully.* "To act *skillfully* is to act with discretion or wisdom — prudently." — *Webster.* 9 Iowa, 236.

8. *Resident.* Webster's definition ("to dwell permanently," &c.) expressly approved, and the legal meaning of the word fully considered in Hinds *v.* Hinds, 1 Iowa, 36.

9. *Believed.* Substantially the same in law as the word considered. 1 Iowa, 153.

10. *Expert.* "A person instructed by experience." 1 Iowa, 167.

11. *Homestead.* "A place to abide — a place for the family; and to be a homestead the premises must be *used* as a *home*." 1 Iowa, 435.

12. *Surety.* "The word '*surety*' is defined by Webster, in his dictionary, to mean 'certainty, indubitableness, security, safety.' 'Security against loss or damage — security for payment; and in law, one who enters into a bond, or recognizance, to answer another's appearance in court; or for his payment of a debt; or for the performance of some act, and who, in case of the principal debtor's failure, is compellable to pay the debt or damage, as a bondsman;' a bail." Quoted and approved, per *Williams*, C. J., Pitkins *v.* Boyd, 4 G. Greene, 259.

13. *Completed.* "Finished, ended," &c. Webster's definition adopted in State *v.* Bissell, 4 G. Greene, 234.

14. *Being.* The one is present. The *present* participle "*being*," means "existing in a certain state." — *Webster.* Adopted and approved, 4 G. Greene, 333.

15. *Carelessness.* This is not a legal term; but is equivalent, in law, to negligence. 3 Iowa Rep. 92.

16. *Permit.* A failure to prevent does not amount to a *permission* within the meaning of a criminal statute. 4 Iowa Rep. 543. Dillon's (Iowa) Digest, 377.

17. *Character.* "The peculiar qualities impressed," &c. This definition adopted, 5 Iowa Rep. 394; where *Woodward*, J., says: "Character signifies that which a person *really is*, in distinction from that which he may be *reputed* to be." Dillon's (Iowa) Digest, 378.

18. *Chaste.* A woman who delights in lewdness and indecency is not of *chaste character* in legal estimation, though she has escaped actual unlawful intercourse. Dillon's (Iowa) Digest, 378.

19. *Coward.* Not a legal term, and should not be used by a judge in charging a jury. 5 Iowa, 481.

20. *Sodomy.* This crime not indictable unless there is an express statute against it. 10 Iowa Rep. 400.

21. *Inhabitant.* Not synonymous with the word *citizen.* Sprague *v.* Houghon, 2 Scam. 414.

22. *Until.* In a contract or in law, it may have an exclusive or inclusive meaning. Hence, where a law provides that bids may be received *until* a certain day, none can be received on that day. Webster *v.* French, 12 Ill. 305.

23. *Harbor.* Has the legal definite meaning of "fraudulent concealment." Chambers *v.* People, 4 Scam. 354.

24. *Coupon. In law*, is essentially the same as a promissory note. 5 Iowa, 15; 6 *ib.* 265. Dillon's (Iowa) Digest, 318.

25. *Prostitute.* Webster's definition adopted. 8 Iowa Rep. 454. Dillon's (Iowa) Digest, 362.

26. *Prostitution.* Webster's definition adopted. Hence held that criminal intercourse confined exclusively to one man, did not amount in law to prostitution. 6 Iowa Rep. 447.

27. *Steal.* Its legal meaning is the same as its common meaning. 2 Greene Rep. 308. Dillon's (Iowa) Digest, 365.

RICHARD COBDEN'S DICTIONARY. — In a recent correspondence between Mr. Cobden and the Editor of the "London Times," the following passage occurs in one of Mr. C.'s letters, —

"You will observe in the above passage from my speech taken from your own report, that I use the words, 'I don't want any agrarian outrages by which we should change all this;' and now we must appeal to the tribunal of the lexicographer. If you turn to Webster's (quarto) Dictionary, you will find the word 'agrarian' interpreted, on the authority of Burke, as follows: —

"'Relating to lands. Denoting or pertaining to an equal division of lands; as, the agrarian laws of Rome, which distributed the conquered and other Public lands equally among all the citizens, limiting the quantity which each might enjoy.'

"Again, in the same dictionary, the word 'agrarianism' is given as 'an equal division of lands or property, or the principles of those who favor such a division.' Thus, in repudiating the agrarian system, I repudiated in pure and unquestionable English, according to Burke, the principles of those who favor an equal division of land," &c.

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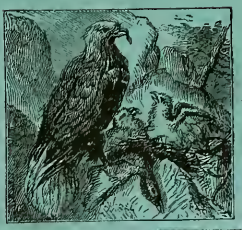

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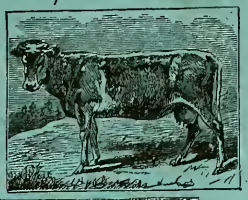

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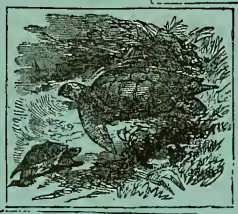

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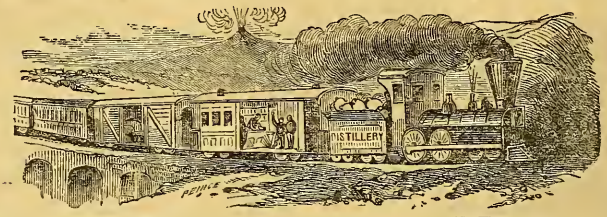

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MARYLAND

EDUCATIONAL JOURNAL:

A SCHOOL AND FAMILY MONTHLY.

VOL. I. BALTIMORE, MARCH, 1868. NO. 11.

NOTES ON TEACHING NATURAL SCIENCE.

SPECIFIC GRAVITY.

Before entering upon the discussion of any theme in science, it is desirable first to review the necessary preliminaries which have already been settled by the general agreement of experts and scholars. It is assumed that the review is *bona fide*, and that the parties concerned, both teacher and pupils, are prepared to advance. In these notes it is impossible to connect one theme with another in logical sequence, or to do more than briefly indicate a few of the generally accepted definitions and customs. In this paper, for instance, much more matter has been prepared than can be used, and although many points are merely touched, upon which it would have been a pleasure to dwell, yet the article has reached an inordinate length. It is to be hoped that Horne Tooke's motto—*Dum brevis esse laboro, obscurus fio*—does not apply to the bulky residuum.

Preliminary.—The weight of a body without reference to its size is its *absolute weight.* The weight of any given unit of volume is its *specific weight.* Absolute and specific weights vary with the varying intensity of gravity; *e. g.*, they are greater at the poles than at the equator.

The *ratio* of the weight of any volume of a substance to the weight of an equal volume of another substance, accepted as a standard of comparison, and under like conditions, is the *specific gravity* of the substance taken. Specific gravity is, therefore, an

invariable quantity expressing how many times heavier a body is than an equal volume of the standard at the same time and place. The investigation therefore requires: 1. The standard. 2. The conditions of comparison. 3. The methods of comparison.

I. The universally accepted standard for the comparison of solids and liquids is *distilled water.* The usual standard for aëriform bodies is *air;* but the new school of chemists has adopted *hydrogen.* The latter is to be preferred from its homogeneousness, its lightness, and certain other considerations connected with atomic weights and specific heats.

II. It is evidently required that the bodies compared should be subject to precisely the same influences; therefore (*A*) as heat does not expand any two bodies in exactly the same ratio, the temperature is taken or calculated at a given degree. The English speaking chemists generally take 60° F. for all bodies; the French and the "new school" take water at its greatest density (39°.2 F.) and all other bodies at the temperature of melting ice (32°F.)

(*B*) Atmospheric pressure is ordinarily an important consideration in regard to aëriform bodies only. Some chemists reduce all determinations to vacuo; the English standard is 30 inches barometer; the French is 760 m m = 29.96 inches bar. (*C*) It is assumed that the bodies are weighed at the same place, whereby an equality in the attraction of gravitation is assured. (*D*) For ordinary purposes, rain water is a sufficient approximation in purity as regards this standard.

It is well to know the relations which exist between the standards. Equal volumes being taken, water at 39°.2 F. is 773 times heavier than air at 32° F., and at 60° F. it is 816 times heavier than air at 60° F.; hydrogen has .0693 the weight of air: therefore, if hydrogen at 32° F. be taken as unity, air is nearly 14.5 and water 11163 times as heavy. Under the normal French conditions one litre of hydrogen weighs .089578 gramme. The weight of a cubic inch of water at 62° F. 30 in bar. is 252.456 grains; in vacuo = 252.722 grains.

III. Specific gravity is found by dividing the absolute weight of a body by the absolute weight of an equal volume of the standard.

(*E*) It is easy to obtain equal volumes of liquids Almost any light two ounce vial may be used as a specific gravity bottle. All that is necessary is to mark on its neck the level to which 1000 grains of distilled water will rise, when poured in it. Of

course, it is not imperative that the bottle should contain exactly 1000 grains; that number is used merely because it is a convenient divisor.

(*F*) It is also easy to find, by means of this vial, the weight of a volume of water equal to that of small fragments of mineral. (1) Fill the bottle to the brim with water; (2) drop the mineral carefully into the bottle; (3) catch and weigh the water that runs over. Then, specific gravity of mineral = weight of mineral in air ÷ weight of water displaced.

If all substances could be formed into shapes that admit of accurate measurement and weight, we could easily reduce these to a common volume and determine their specific gravity at once. In demonstrating this subject before a class, it is a decided advantage to have a few inch volumes of different solids, in order to fix in the minds of the class the fact of unequal weights, the reason for comparing them, and the practical utility of the discovery of Archimedes.

The principle of Archimedes is of such constant application, that it is well to make thorough work in exemplifying it. First, convince the pupil that a body submerged in any fluid loses weight. (*G*) By common experience in lifting a heavy stone out of water into air. A deep tub of water and a large stone will answer for the experiment. (*H*) Having suspended a solid from an equipoised balance, call attention to the loss of equilibrium when the solid is immersed in water. A common spring balance will demonstrate this, if masses as large as a brick are used. A general rule in experimenting is, that a lack of delicate adjustment of apparatus may partially be compensated for by the use of larger quantities. When the object sought is demonstration before large classes, it is often preferable to obtain clearly marked results at the expense of accuracy. (*I*) Show that the loss of weight varies with the fluid. Hang an egg or a sound potato from a balance, and having submerged the solid in rain water, bring the balance to equilibrium. Now add salt, little by little, to the water, and it will be found that the solid exerts a continually diminishing pull on the scales, until, at last, it floats and ceases to affect the balance.

Secondly, determine that the weight lost by a solid submerged in a fluid is exactly equal to the weight of the fluid having a volume exactly equal to that of the solid. (*J*) Mark the height of the liquid, before immersing the solid and after, by means of strings tied round the jar. Draw this quantity off by a pipette

or by a siphon, and compare the weight of this with the weight lost by the solid. A graduated jar will afford an easy means of calculating the volume of liquid displaced. A cylindrical litre measure, graduated in centimetres, is a perfect luxury to have in these experiments.

(*K*) Take a vessel with a lip, and fill it to the brim; place a glass rod in a bowl, and let the rod rest against the lip of the vessel; grease the under edge of the lip to prevent the fluid from going in any direction but down the rod; now immerse the solid, catch and weigh the liquid that runs over into the bowl; then compare as before. (*L*) The best method is by the cylinder and bucket experiment of the text-books; but the apparatus is not always to be had. Apply any one of these methods to some other liquid as brine or alcohol, or both, and compare the weight lost in either with the loss in water.

(*M*) Finally, give the demonstration required by the theory of equality of pressures in Hydrostatics. Do not neglect to impress the result attained by each method; viz: *The weight lost by a solid immersed in any fluid whatever is exactly equal to the weight of an equal volume of the fluid.*

The application of the principle of Archimedes is an easy matter. It naturally falls into three divisions: 1. To solids heavier than water. This needs no comment. Specific gravity of solid = weight of solid in air ÷ loss of weight of solid in water. 2. To solids lighter than water. If many determinations of this character are to be made, it will be found convenient to use the same sinker of lead or brass, and determine once for all its weight in air, and loss of weight in water. The steps in the calculation are—

(*a*) Air weight of heavier solid, $= a$
" " lighter " $= x$

" " both solids, $= x+a$

(*b*) Loss in water of both solids, $= x'+a'$
" " heavier solid, $= a'$

" " lighter " $= x'$

(*c*) Specific gravity of lighter solid $= \frac{x}{x'}$

3. To fluids. Since a cubic inch of water weighs 252 grains, a heavy sphere one inch in diameter will lose in water 133.3 grains, and in any other liquid in proportion to the density of the liquid.

A *specific gravity bulb* can easily be made of a boy's glass marble, by suspending it by means of a fine wire, preferably of pla-

tinum. A marble a trifle over 0.9 inch in diameter, may readily be ground away so as to displace exactly 100 grains of water, thus affording a convenient divisor. One of the best forms of this instrument is made by ballasting a very short test tube with mercury or shot, and hermetically sealing the open end, at the same time bending it into a hook. Then, sp. gr. of a fluid = loss of weight of bulb in the fluid ÷ loss of weight of the bulb in water. No method of obtaining the specific gravity of liquids excels this in point of general convenience and accuracy.

Precautions.—As it is difficult to maintain constantly any other temperature than that of melting ice, it is sometimes desirable to make the weighings in water containing ice, and then allow for the difference in temperature. Thus one volume of water at 32° F. becomes 0.99988 vol. at 39°.2 F., and 1.00084 at 60° F. The specific gravities corresponding are, at 32° F. = 1, at 39°.2 F. = 1.000115, at 60° F. = 0.99915.

It is important to exclude all air bubbles from the body submerged, because of their buoyant effort. To do this, dislodge them by passing a pigeon's feather gently about the body.

The string that supports the body should not be longer nor heavier than is actually necessary. Except for corrosive liquids and heavy solids, the best supporters are human hairs, the finer and longer the better. These should be carefully washed, first in alcohol, then in ether, to remove every trace of oil, and then wound separately on a card.

Of course none of these precautions are of any service, unless the weighings can be conducted with accuracy on delicate balances. With fine balances, it is not expedient to use more than a dram or so of the solid. The air weight should be taken first. In very careful determinations, the solid is first heated to drive off all moisture, and then cooled in air which has been dried by contact with sulphuric acid. The reason for this is that all solids are more or less hygroscopic.—*S. A. N. in Ohio Educational Monthly.*

THERE is not a man of any race so low that you can not by the line of education catch him and bring him to the surface of the water and find *gold* in his mouth.

A COURSE OF STUDY FOR HIGH SCHOOLS.

BY PHILOMATH.

It is just at this period in a course of education that literary men and teachers begin to differ essentially as to what branches of study should receive most attention. What has preceded has seemed to be of so little moment as to give no occasion for warmth in debate, and yet a truly philosophical view of education would necessitate a closer scrutiny of its foundations.

The contest all along has been three-sided, the parties engaged being respectively special friends of the mathematics, the languages, or the natural sciences. Nor is it surprising that the strife between these parties should have at times grown heated, nay, even intemperate, for they represent the three natural tendencies or aptitudes of the mind which are easily nurtured into passions. This is so true that what seems to many the driest of mental exercises, almost destitute of nutrition, so to speak, (I mean the mathematics,) becomes often intensely delightful to the mind preöccupied with its processes. In the performance of simple addition, for example, little children are frequently known to display a degree of mental feeling so intense as to send the blood rushing to the head. The same may be said of any class of mental aptitudes when specially trained.

In John Stuart Mill's address on a higher course of study, I find this remarkable passage:

"This question whether we should be taught the classics or sciences, seems to me, I confess, very like a dispute whether painters should cultivate drawing or colouring, or, to use a more homely illustration, whether a tailor should make coats or trousers. I can only reply by the question, Why not both? * * If there were no more to be said than that scientific education teaches us to think, and literary education to express our thoughts, *do we not require both?* Short as life is, and shorter still as we make it by the time wasted on things which are neither business, nor meditation, nor pleasure, we are not so badly off that our scholars need be ignorant of the laws and properties of the world they live in, or our scientific men destitute of poetic feeling and artistic cultivation. I am amazed at the limited conception which many educational reformers have formed to themselves of a human being's powers of acquisition."

A definition of education must comprehend the whole of human nature, and a course of study which fails to provide a due variety of food for the mental life is unworthy of acceptance. Now let us take the human mind as we find it when entering upon its career in the world, and provide for its education accordingly. Let us quickly abandon the absurd folly of special education for a pursuit in life. It is worse than folly for a youth to begin

special preparation for a specific work, which, once begun, must be life-long, before his faculties are sufficiently matured in some measure to value that life-work correctly. How many good mechanics have been lost to the community by too great haste in turning the minds of youth in the direction of law or theology! How many more good lawyers and efficient ministers might have been afforded to society by a more liberal and comprehensive education of those who were quite capable of mastering the learned professions.

Nor is the question presented to educators for settlement, one of thoroughness of preparation for a specific work, nor yet, "how to live well," as Mr. Spencer would have it, unless, indeed, that writer will include in living well, something more than he has yet mentioned; but rather, and above all other questions, how best, freely, and completely to train all the natural appetites of the individual, until they are made harmonious among themselves, and have acquired independent power. And it is incumbent upon education to supply its subjects with more than a single resource with which to enter upon this life-work.

The human mind, then, is not organized upon "one idea," but upon several. Its history displays a complement of leading ideas governing its growth in society. Its pursuits and accumulations of knowledge have followed definite and marked pathways under the guidance of these leading ideas. Now higher education must be shaped into concordance with its organization, its growth, and the plainly marked lines of progressive knowledge.

Assuming, then, that the common branches of an English course have been well taught and mastered, which can be done, surely, in nine years of school life, the pupil may fairly be supposed ready to enter upon a high-school course at fifteen, to continue in the high school not longer than three years. Let me briefly remark that this will be long enough, because the work proper can be done and pupils be prepared for college in that time, because a longer course is not willingly entered upon with a view to completion, and because in three years a practical and highly profitable amount of culture can be completed. Up to this time it is presumed that the training has followed natural channels suited to the development of mind, and has obtained for the pupil knowledge that will serve as a secure ground work for advancement.

It would be improper as well as unnecessary for the pupil to

begin any thing *essentially* strange to the intellect. The science of quantity may be continued in its higher branches through plane trigonometry—algebra being studied one year and a half, geometry and plane trigonometry one year. Elementary astronomy will serve as a fitting termination to the course in mathematics. So much, at least, should be done to develop the idea of quantity found lodged in the mind at its birth. This is sufficient; for the youth has acquired enough to prepare him for college, and enough to "set him up" in practical mechanics.

The natural sciences should not have been wholly deferred till the beginning of the high-school course, for there is much that ranges under natural science that might be fittingly placed with the "common branches." But suppose instruction in these sciences to begin with the high-school course, and I think it will still be practicable to complete natural philosophy in one year, physiology and botany each in half a year, and chemistry in one year. Of course, it is not understood that when we speak of completing a branch, it is meant that the subject is exhausted. But we do affirm that in the time specified, an intelligent, industrious teacher can put his pupils on the right road to an interested and successful pursuit of the sciences mentioned.

It seems scarcely necessary to urge the importance of the sciences as forming part of a just plan of culture. No one can safely claim that the knowledge they afford may, with justice to the mind constituted to love nature and live among her forms and scenes, be dispensed with. The natural sciences will be most useful in mind culture, not as means of supplying mere facts out of relation to each other, in whatever quantity, but when yielding in due arrangement that food which the mind through observation, memory, and the grand law of association makes part of its own nature, thus bringing nature and human nature into harmony. Mind demands to be made acquainted with the facts of the world wherein it must work out its destiny.

But not less important than either of these are the forms through which the immaterial consciousness whose states and activities can neither be numbered nor represented by physical forms, must find intelligent expression. Language performs its own peculiar part in the life and growth of the mind. Assuming respecting this, as of the other *lines* of study, that the English language here where it is spoken, has been rightly taught the child throughout the *nine years* preceding his entrance into the high school, it is recommended that the Latin language be studied

three years. This would be giving language an equal place in the curriculum with mathematics and the natural sciences. Latin here in America, or in England, will be of greater practical value to more persons than either German, French, Spanish, or Welsh. In France the schools prefer Latin to English or German; in Germany it is taught more than French or English. This is true of France and Germany, because Latin, next to the mother tongue, is there properly thought to be the best means of culture in language. (I am not posted as to Spain and Wales.) The same is true in America.

That some one language besides our own should be studied, seems to me very important for the following reason, among others: Thought is expressed in words, and is sought for in words. The mind is naturally inclined to be satisfied with convenient, though often ill-suited, words to express its thought, and can with difficulty be persuaded to look below the surface for the truer and deeper meanings of words. Let any one faithfully examine his own mind in this particular, and he will be astonished at his own carelessness, and lack of force and wit, in speaking, hearing, reading, and thinking. Words do not come to us laded with meaning, because we fail duly to RE-SPECT them. This is a great evil in education.

Is it not true that in the use of our own language, we too easily fall into the habit of using words carelessly, and of skimming over sentence, paragraph, and page? Such a habit constantly leads to weakness of intellect, and there needs to be something to counteract the evil tendency and train the mind in an opposite direction. I know of nothing better suited to this purpose than the Latin language. It has, to recommend it as a means of culture, that accuracy and permanence in the forms which represent ideas, that give to exact science their chief value in education. Modern languages are constantly changing their forms.

Now the signs of the times show that language-culture is to take a prominent place in our courses of study. I hope to see the day when language will be made to represent *the* leading idea in education. Of course with us the English language must stand first, from beginning to end, as a part of a thorough education, but Latin should come next in order, and be put on an equality with the sciences and mathematics.

The high-school course of study should also embrace English and general history, and American and English literature. American literature and English history may employ the first

year, alternating with each other day by day, and English literature and general history will consume the time due to one branch for the remaining two years.

Composition, reading, and declamation should not be neglected, as is often the case. Language, if rightly taught, will afford a basis for composition; indeed, this will be its most useful office; and *all* the branches of study should be so handled by teacher and scholar as to afford subject-matter for essay writing. It at once occurs to any one, that nothing can be said to be *well learned* which can not be reproduced by the mind which claims to have knowledge.

The following is an outline of the course of study above advocated:

FIRST YEAR.

1. Algebra—five lessons per week.
2. Natural Philosophy—five lessons per week.
3. { American Literature / English History..... / English Composition } —five lessons per week.
4. Latin and Composition. { Eng. L. / Lat. E. } —five lessons per week.

SECOND YEAR.

1. Geometry and Trigonometry—five lessons per week.
2. Physiology and Botany—five lessons per week.
3. { English Literature.... / General History..... / English Composition } —five lessons per week.
4. Latin and Composition. { Eng. L. / Lat. E. } —five lessons per week.

THIRD YEAR.

1. Chemistry—five lessons per week.
2. Latin and Composition—five lessons per week.
3. { Elementary Astronomy / Geometry (reviewed).... } —five lessons per week.
4. { General History..... / Mental Philosophy... / English Composition } —five lessons per week.

It will be noticed that each term's course embraces only three branches which require hard study. History and English literature should be taught by reading and conversation between teacher and pupils, as a pastime. The text should not be memorized.

A fourth year, embracing Latin (continued), Greek (begun), Logic, and Geology, might be added, but these studies properly belong to the college course.—*Ohio Educational Monthly.*

BE YE PERFECT.

BY W. H. VENABLE.

The greatest of philosophers declared, centuries ago, that education consists in giving the body and soul all the perfection of which they are susceptible. And this is a grand truth that needs to be reiterated from age to age. It were well if all men could be convinced that their master obligation is to strive towards the highest and the best. It becomes a teacher especially to entertain and advocate broad views of the possibilities of human nature, and the sublime purposes of education. It is true that no one can hope, in this short life, to realize Plato's idea of education in giving body and soul all the perfection of which they are absolutely susceptible. Nevertheless perfection should be the aim of all. A lower aim will not suffice. He who makes perfection his object will accomplish all that others of lower aim do, and something else besides. Various are the motives which call forth human energy. Some struggle for what is called "success in life." Some endeavor to attain the result of culture that Matthew Arnold calls "sweetness and light." Some cultivate their faculties that they may render important service to their fellow men. Some develop their powers that they may live to the glory of God. But he whose motive is perfection, is on the direct way to "success in life," "sweetness and light," "service of man," and obedience to God. Whatever faculties or powers have been manifested in any human being, probably exist in every complete person. The development of these is approximation to perfection. Individuals appear destined, in this life at least, to only a partial development of their faculties. This fact should not deter us from a constant effort to make the most of every element of our nature. We know not our special destiny, and if we neglect any faculty, it may turn out to be the very faculty we need to use. The best way to bring out particular talents is to stimulate all the talents, and give them full scope. There is no danger that nature will neglect our aptitudes. That which we call genius, like murder, will out. But even the glory of genius depends upon the general strength and health of the faculties, as the perfection of a flower depends upon the strength and health of leaves, branches, roots, and all the other organs and parts of the flower-bearing plant. This familiar figure of the plant suggests the word culture, which, in its broadest sense,

indicates, as far as they may be indicated, the processes of education by which perfect development is sought. What is the culture adapted to man—the "infinite in faculties?" What station, what soil, what pruning, what heat and light are demanded by this noble perennial, which, like the Igdrasil of northern mythology, has its roots in the depths of the earth and its branches in the sky of heaven. What country, what society, what teachers, what schools, what labor, what reading, what amusement must it be supplied withal? Any and every influence is good for man which seems to advance him toward "that perfection which is a harmonious expansion of all the powers that make up the beauty and worth of human nature, and is not consistent with the over-development of any one power at the expense of the rest."

We must shun an education exclusively physical, intellectual, or moral. A good heart can effect but little without the coöperation of a good head; and even if head and heart are good, a bad stomach may defeat them both. We must not break the human chain. Each link reinforces the others. Each faculty helps and is helped by its associates. It has been demonstrated that the exact form and proportions which constitute human beauty, also supply the conditions of perfect health and strength. If this is true of the body, why not of the soul?

The beginning of all development is aspiration and resolution. The desire to do or become something, is the father of faithful endeavor. "Where there is a will, there is a way." It is hard to prescribe rules of education. The music-composer extemporizing on the piano succeeds best when, forgetful of all scientific directions, he throws himself into a rapture of musical emotion, and follows the strong impulse that, like an unseen magnet, draws his fingers to harmonious chords. He can not preärrange the movements by which the silent keys are made to yield strains whose melody may charm the world. He can not tell how his faculty for music was educated. The poet can not tell you how in the fine phrensy of the creative mood, he strikes into poor common words lightning out of the empyrean, so that they burn, and throb, and glow forever. He knows not by what process the power of conceiving sublime and beautiful ideas was reached. The musical faculty, the poetic faculty, are developed by their exercise. So are all the faculties. Nature has hidden in each of them a latent longing to act and expand. All they need is something to act upon. The whole material and spirit-

ual universe is destined to react forever upon human nature. It was a suggestive fancy of the Alchemists that in the body of man is to be found something corresponding to every different substance in the world. In a deeper sense than the Alchemists knew, man, body and soul, is, as Lord Bacon intimates, the *microcosm*, reflecting in his mysterious constitution the infinity of creation. —*Ohio Educational Monthly.*

TOO MUCH ARITHMETIC.

The discussion on Higher Arithmetic at the meeting of the State Association in Zanesville in July, 1866, took me by surprise. It developed a unanimity of opinion in regard to arithmetical instruction, which was as unexpected as it was gratifying. My own convictions, that much more time was allotted to it than was consistent with the claims of other branches, had long been held and had often been expressed in conversation; but I was not prepared to find that so many others had reached the same conclusion. This opinion is not peculiar to Ohio. It comes to us now from various quarters. Earnest teachers are becoming greatly dissatisfied with the prominence given to arithmetic, and are giving utterance to their conviction that the school period can be made much more profitable than it is.

Let us look at the facts in our own State. According to the last report of the School Commissioner, the total number of pupils enrolled in the schools was 728,990. The report gives thirty-six branches of study, with the number of pupils attending to each. Omitting from the list the alphabet, reading, spelling, and writing, also composition, declamation, drawing, vocal music, map-drawing, and oral lessons, and also German, which was studied mainly by German children, there are left twenty-five different branches, with the number of pupils engaged in the study of each. These branches are mental arithmetic, written arithmetic, geography, grammar, history, algebra, physiology, physical geography, natural philosophy, geometry, trigonometry, surveying, chemistry, geology, botany, astronomy, book-keeping, natural history, mental philosophy, moral philosophy, rhetoric, logic, Latin, Greek, French.

The number of pupils pursuing these various branches is as follows: Mental arithmetic, 210,036; written arithmetic, 247,552; geography, 156,851; grammar, 96,553; the twenty-one other branches, 32,746. This gives a total of 743,738.

The smallness of this total is surprising. If the pupils were studying each two branches, on the average, the total would have been twice the number of pupils enrolled; that is, 1,457,980, instead of 743,738. Making all due allowance for the number of children that are too young to learn lessons of any kind, one can not but be surprised at the results stated above. A very large number of the pupils in the public schools are studying each but one study.

If we notice the distribution of the pupils among these various studies, we are still more surprised. Counting mental arithmetic and written arithmetic as one branch, we find that the twenty-five branches mentioned above occupied the attention of the pupils in the public schools in the following proportions: Arithmetic, 61 per cent.; geography, 21; grammar, 13; the twenty-one other branches, 5. Could anything be more astounding? Here are twenty-one branches of knowledge, nearly every one of which is considered indispensable to a well-educated man, to all of which is given only one-twelfth the attention that is paid to arithmetic alone! If other States show statistics like these from Ohio, the assertion which the writer made before the National Association of Teachers at Indianapolis in 1866, was fully warranted by the facts: "That in the case of a majority of the lads in the United States, time enough was *wasted* in the study of arithmetic to give a very fair knowledge of Latin."

Unquestionably, there is a large number of pupils in our schools that study nothing but arithmetic. Some take geography in addition, and a few others study grammar also. In our high schools, and to a limited extent in our grammar schools, the range is wider; but in very many of the ungraded schools the education obtained is most meagre and narrow, as our statistics show.

In arranging a course of study, two questions need to be considered with regard to each branch that is to be introduced. The first is, How much time can be devoted to it? The second is, How can that time be most profitably employed? Besides reading, writing, spelling, etc., and besides the exercises in declamation, composition, vocal music, etc., there are, say, twenty-five branches of knowledge to which it is desirable for the pupil to attend, and a fair knowledge of which not a few do obtain in the twelve years from six or eight to eighteen or twenty. But to accomplish this no one study must receive a disproportionate amount of time. The work must be properly laid out; the field

must be carefully surveyed. It is evident that in the mass of our schools, arithmetic has monopolized the ground. Relatively to other branches, this one is largely in excess. With any just regard to the claims of the twenty and odd departments of knowledge whose aggregate time is *five*, while that of arithmetic is *sixty-one*, this last should not occupy the pupils in our schools more than one-third of the time which it now receives.

But if a proper regard to other studies makes it imperative on us to reduce the amount of time now bestowed on arithmetic, the duty is not less manifest from a consideration of the pupil's attainment in arithmetic itself. In answer to the second question propounded above, How can the time which may properly be devoted to a particular study be spent most advantageously? it may be said that so far as arithmetic is concerned, a part of the time should be given to something else. Too much time is spent on arithmetic absolutely, as well as relatively. Not only is time devoted to it which ought to be given to other things, it is also studied too much without reference to other branches.

Our public schools are divided into two classes. Those of one class have the same teachers through the year; they are graded schools. In these arithmetic is taught systematically and continuously, till the pupil is supposed to be familiar with it. Usually, the pupil goes through a number of books on the subject. He goes over the same ground again and again, though not with the same book or in the same grade. In this way an undue proportion of time is given to this branch. Time is also wasted by keeping the pupil at the higher parts of it, when he has not sufficient maturity of years to enable him to comprehend them.

In the ungraded schools the loss arises in a different way. The pupil does not usually study so many arithmetical works in succession, but he goes over the same ground again and again in the same book. In many cases the pupil attends school three or four months in the winter only. During the summer he forgets partially what he had learned the previous winter, and on the commencement of the next school he begins back. Probably there are thousands of lads in the State who have studied arithmetic for half-a-dozen winters in succession, and yet have never finished the book.

The evil in the ungraded school could be remedied by the teacher more easily than in the graded one. In the latter, the teacher must conform to the course, substantially, though the course may be a bad one. But in an ungraded school the teacher

should not allow the pupil to repeat the same work year after year. If the pupil wished to go back, because he had forgotten, still he could be taken rapidly along. In a multitude of cases it would be better to drop the arithmetic entirely for the winter, and substitute something else. This, however, would be regarded as an innovation. Arithmetic is almost sacred in the eyes of many parents. Algebra, geometry, natural philosophy, they know nothing about, and they do not believe they will be of any use to their boys, who expect to be farmers, or business men of some sort.

The mass of our schools are narrow. They offer scarcely any variety. Reading, spelling, arithmetic—these are the staples. Sometimes a little geography is added, and more rarely a little grammar. Parents and children seem hardly to have dreamed of the possibility of doing anything outside of this meager range. And thousands of teachers, I fear, are as ignorant as parents; or, if not absolutely ignorant, have not force sufficient to enlarge the course.

In the graded schools the difficulty is different. The course of study, as a whole, may be broad enough; but usually that part of it below the high school *is* narrow. The pupil is expected to pass an examination well-nigh perfect in arithmetic, geography, and grammar before he can enter the high school. In order to do this he is compelled to drill and drill and drill on these; whereas, if he could have dropped them, at least arithmetic, and taken elementary algebra in place, and after an interval returned to his arithmetic, he would in a much shorter time have obtained a much better knowledge of arithmetic, and secured very considerable familiarity with algrebra in addition.

Regarding, then, the knowledge of arithmetic alone, we ought to abridge the amount of time given to it. When the ground rules have been so well learned that the pupil can add, subtract, multiply, and divide with accuracy and rapidity, and to these have been added denominate numbers, reduction, and fractions, let the pupil take up elementary algebra. The study of this will help him amazingly when he comes back to arithmetic. He will understand better the portions which he has already studied, and his progress in interest, proportion, etc., etc., will be facilitated to an extent almost incredible to one who is ignorant of algebra.

* * *—*I. W. A. in Ohio Educational Monthly.*

Spelling.

By Mrs. Mary Borgman, Principal of the Model School Department of the Maryland State Normal School.

I believe it is an undisputed fact that no one ever learns to spell after the age of fifteen. Whatever pictures have been formed on the mind's eye during that period, are fixed indelibly. But, in the case of those unfortunate persons who have never been *drilled* in the spelling book, the probabilities are that pictures of any kind are "few and far between." For, that organ, by which they should have collected these images of words, has not been used at all. And this suggests one of the most common errors in the manner of teaching spelling.

Teachers too often depend on the ear alone, while the eye is left uncultivated. One of the greatest philosophers of the present century says, "In teaching, never appeal to one sense if you can appeal to two." This rule should be carried out in teaching spelling, as well as in other subjects. For, in many words, the sound gives no clue to the letters. How can we tell, from the sound, that chrysalis has an *h*, and crystallize has none? or that either should have a *y* when *i* would do as well? Who could tell that dough needed the last three letters? or that cough was not coff?

And now, in what particular manner shall we cultivate this additional organ, that it may be of service to us in our search after truth? Certainly not as I have known it to be done a few years since in a Northern village. Visiting a friend's house, I enquired of her little girl what she was writing. She said she was correcting bad spelling. Looking over her shoulder, I discovered that the bad spelling was actually printed in the book, and her teacher required her to copy the wrong way, and then correct it! That the wrong way was the one that would most probably be fixed on the mind, no one can doubt who has noticed children's propensity for remembering the wrong way rather than the right one. If a teacher ever makes a mistake, she may take great pains to impress the correction on the minds of her pupils; but, if she happen to question them next day, she will find, to her chagrin, that they have repeated the mistake at home, as the real sentiments of their teacher. We should prevent, as far as possible, their seeing or hearing what is wrong.

Habits of observation should be cultivated, by asking them to spell the names of the streets through which they pass every day; common words found in advertisements; and all the words they use in conversa-

tion. Try to convince them that it is disgraceful to use a word they cannot spell. Their spelling should keep pace with their writing, on no account allowing them to pass over a reading lesson till they can spell every word in it. Four or five words out of the daily papers, added to the regular lesson from the book, awakens interest, and gives the recitation a practical turn. The lesson from the book should be rather short, to allow time for miscellaneous words, and to teach the regular lesson in a proper manner.

How to do this, will be the next question. In the first place, we should teach them how to study the lesson. This should always be done by writing. If they are too small to write, they can print. And, if the teacher has not acquired some proficiency in this art, she will be astonished to find the attempts of some of her little ones equal to her own.

The recitation may be either oral or written. The latter mode is, of course, preferable, on the principle before laid down. But a spelling match occasionally, to show them how they compare with each other, and thus excite emulation, is very useful. When the recitation is oral, *every* pupil may be made spell *every* word, by requiring them to raise hands and agree or disagree,—votes on the wrong side, or on neither side, being counted failures. Or they may be required to criticise in turn. If a word is misspelled, the teacher should give no indication that it is wrong, but give out the next. The first one who observes the mistake, corrects it and goes up. Those who allow it to pass unnoticed, fail just the same as the one to whom it was first given. It is not fair to allow one to go up who merely spells it right, because every variety of wrong ways has been exhausted by those who had the first trials. To pass a word when it is correctly spelled, and try to make them spell it differently, makes them watchful. They do not know the word if they can be puzzled. Teaching them to discover and criticise their own mistakes is a very useful habit in this as in other lessons.

But the most important part of the subject remains. Much of the teacher's labor will be lost if she do not take some means of fixing the missed words in a correct form on the memory. If they are dropped each day, they will probably be forgotten. They should be written on the blackboard after each recitation, and every pupil required to copy them. The teacher should also keep a copy of them, that she may drill them every day on these and the miscellaneous words which have been added to the list. Regular, daily, weekly, monthly, and quarterly reviews are absolutely necessary; and pupils should be directed to

study with reference to some distant point in the future, else the lesson will be forgotten as soon as recited. Words that are frequently misspelled, should be left on the blackboard a week at a time, till the eye becomes so familiar with them that they can't be mistaken.

If any teacher thinks spelling can be taught with less labor, let her try how long it will take to perfect a class of forty in one hundred words. A teacher of great experience says, "A whole year." But I hope some of my young friends will prove this to be an exaggeration, by actually making the experiment. If they succeed in less time, they will prove not only their "aptness to teach," but their disposition to learn, which is a higher virtue.

Baltimore City Schools.

The school system in Baltimore under the new Superintendent, W. R. CREERY, Esq., is working very effectively, and to the general satisfaction of the School Board. Mr. CREERY has shown himself quite efficient. He has been some twenty-three years connected with the public schools, which has given him much valuable knowledge of the best modes of conducting them; and he has gone into the work with an earnestness that bespeaks well for his industry and the advancement of education. He visits the schools every morning, and in the afternoons he attends to office business at Holliday street. During the last twenty days, he visited thirty schools, and examined the classes to ascertain their progress and efficiency, an amount of labor that can only be appreciated by those who try it; for it is not so much an examination of the children as it is an inquiry into the abilities and zeal of the several teachers in imparting to their classes the whys and wherefores of what they learn from the text books, and thus the aptness to impart instruction is known of every teacher employed, and due praise can be awarded to all those able teachers whose merits entitle them thereto.

In our next issue we hope to give some fuller account of the progress of education in the city schools.

SCHOOL MOTTOES.—In our February No. alluding to McCaskey's Lancaster School Mottoes, we stated that the set consisted of twelve mottoes. It should have been thirty. Thirty mottoes and the Lord's prayer on twelve cards for $1. Address J. P. McCaskey, Lancaster, Pa.

ERRATUM.—On page 307 of February No., forty-first line, should be red, not "rid."

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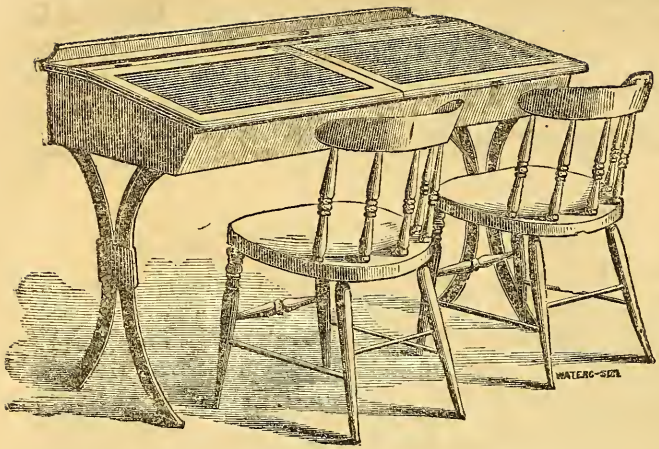

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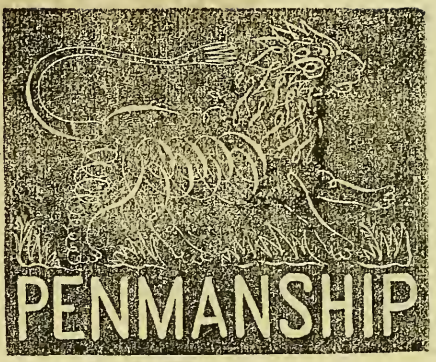

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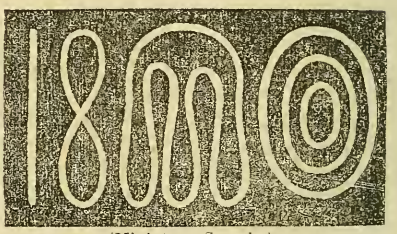

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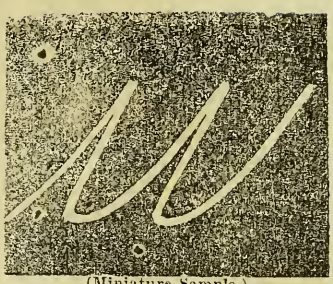
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No other English Dictionary has such weight of authority, or is cited so frequently in Legislatures, Courts of Justice, or in determining the meaning of contracts, as Webster. A very large number of Reported Cases, arguments of counsel, &c., might be quoted to prove this.

Below are given a few of the cases found in the Reports, and the list might be almost indefinitely extended: —

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"Lately one of the most important suits of modern times, in the highest court of England, turned solely on the definition of a single word. It is significant of Dr. Webster's reputation in England as a definer of words, that, in the Alexandra case, tried in the Court of Exchequer, at Westminster Hall, under purely English law, no other Dictionary, English or American, was quoted or alluded to, than his. We quote from the Lord Chief Baron's decision, June 24, 1863 (page 232 of the Report of the trial): —

"'I have looked, so that I might not go wrong, (as we have the advantage of having it here,) at Webster's American Dictionary, a work of the greatest learning, research, and ability.'" — *Boston Journal.*

The following are from the Reports of the State of New York, and are furnished by AUSTIN ABBOTT, Esq., Author of Abbott's Digest, who remarks: "I presume I could collect five or ten times as many on an examination of the Reports of other States."

The precise language of the definitions cited in the following Reported Cases, is that found, in some instances, in the earlier editions of Webster, and which may have been somewhat modified in the present revised edition. Yet in this revision it has been the aim not only to maintain, in this respect, the former precision and accuracy, but, where possible, to render them even yet more precise and accurate.

1. *Beer.* A fermented liquor made from any farinaceous grain; but generally from barley, which is first malted and ground, and its fermentable substance then extracted by hot water. This extract or infusion is evaporated by boiling in caldrons, and hops, or some other plant of an agreeable bitterness, added. The liquor is then suffered to ferment in vats. *Beer* is of different degrees of strength, and is denominated *small beer*, *ale*, *porter*, *brown stout*, &c., according to its strength or other peculiar qualities.

[Adopted, as being a "strong and spirituous liquor."] Supreme Court, 1846. Nevin *v.* Ladue, 3 Den. 43; 1855. People *v.* Wheelock, 3 Park. Cr. 9.

2. *House.* In a *general sense*, a building or shed intended or used as a habitation or shelter for animals of any kind, but *appropriately* a building or edifice for the habitation of man; a dwelling-place, mansion, or abode for any of the human species. It may be of any size, and composed of any materials whatever, — wood, stone, brick, &c.

[Adopted.] Supreme Court, 1856. Thompson *v.* People, 3 Park. Cr. 208.

3. *Willfully.* 2. By design; with set purpose.

[Adopted.] Supreme Court, Sp. T. 1856. Northern Railway Co. *v.* Carpentier, 3 Abbott's Pr. 259; S.C. 13 How. Pr. 222.

4. *Thoroughfare.* 1. A passage through; a passage from one street or opening to another; an unobstructed way.

[Adopted.] Supreme Court, 1851. Wiggins *v.* Tallmadge, 11 Barb. 457.

5. *Assign.* 1. To allot; to appoint or grant by distribution or apportionment.

4. In *law*, to transfer; to make over to another the right one has in any object, as an estate, *chose* in action, or reversion. To *assign dower*, to make over a life interest in lands to the widow of the one from whom the assignor inherits.

[Adopted.] Supreme Court, 1852. Bump *v.* Van Orsdale, 11 Barb. 634.

6. *Character.* 4. The peculiar qualities impressed, by nature or habit. on a person, which distinguish him from others: these constitute *real character*, and the qualities which he is supposed to possess constitute his *estimated character* or *reputation*. Hence we say, a *character* is not formed, when the person has not acquired stable and distinctive qualities.

[Adopted.] Supreme Court, 1850. Carpenter *v.* People, 8 Barb. 603.

7. *Benefit.* 2. Advantage; profit; a word of extensive use, and expressing whatever contributes to promote prosperity and personal happiness, or adds value to property.

[Adopted.] Supreme Court, 1851. Fitch *v.* Bates, 11 Barb. 471.

8. *File.* 2. To arrange or insert in a bundle, as papers, indorsing the title on each paper. *This is now the more common mode of filing papers in private and public offices.*

[Adopted.] Supreme Court, 1850. Bishop *v.* Cock, 13 Barb. 326.

9. *Injury.* 1. *In general*, any wrong or damage done to a man's person, rights, reputation, or goods.

[Adopted.] Supreme Court, Sp. T. 1856. Northern Railway Co. *v.* Carpentier, 3 Abbott's Pr. 259. S.C. 13 How. Pr. 222.

10. *Interest.* 1. Concern; advantage; good; as *private* interest; *public* interest.

3. Share; portion; part; participation in value.

[Adopted.] Supreme Court, 1851. Fitch *v.* Bates, 11 Barb. 471.

11. *Jobber.* 4. A merchant who purchases goods from importers and sells to retailers.

[Adopted.] V. Chan. Ct. 1847. Steward *v.* Winters, 4 Sandf. Ch. 587.

12. *Lend.* 1. To grant to another for temporary use, on the express or implied condition that the thing shall be returned; as, to lend a book.

[Adopted.] Supreme Court, 1855. Elton *v.* Markham, 20 Barb. 343.

13. *Lottery.* 1. A scheme for the distribution of prizes by chance, or the distribution itself.

[Adopted.] Court of Appeals, 1852. Almshouse of New York *v.* Am. Art Union, 7 N.Y. (3 Seld.) 228. People *v.* Payne, 3 Den. 88.

14. *Meet.* Fit; suitable; proper; qualified; convenient; adapted, as to a use or purpose.

[Adopted.] Supreme Court, 1850. Woodburn *v.* Mosher, 9 Barb. 255.

15. *Proceeds.* 2. In *commerce*, the sum, amount, or value, of goods sold or converted into money. The consignee was directed to sell the cargo and vest the *proceeds* in coffee. The *proceeds* of the goods sold amounted to little more than the prime cost and charges.

[Adopted.] Court of Errors, 1831. Dow *v.* Whetten, 8 Wend. 160.

16. *Prostitution.* 1. The act or practice of offering the body to an indiscriminate intercourse with men; common lewdness of a female.

2. The act of setting one's self to sale, or of devoting to infamous purposes what is in one's power; as, the *prostitution* of talents or abilities; the *prostitution* of the press.

[Adopted.] Supreme Court, 1850. Carpenter *v.* People, 8 Barb. 603.

17. *Purchase.* 2. In *common usage*, to buy; to obtain property by paying an equivalent in money. It differs from Barter only in the circumstance, that, in *purchasing*, the price or equivalent given or secured is money; in *bartering*, the equivalent is given in goods.

[Adopted.] Supreme Court, 1853. Hoyt *v.* Van Alstyne, 15 Barb. 568.

18. *Residence.* 1. The act of abidiug or dwelling iu a place for some continuance of time; as, the *residence* of an American in France or Italy for a year.

[Adopted.] N.Y. Superior Court, 1857. Bartlett *v.* City of New York, 5 Sandf. 44. Crawford *v.* Wilson, 4 Barb. 504.

19. *Team-work.* Work done by a team, as distinguished from personal labor.

[Adopted.] N.Y. Superior Court. Chambers. Harthouse *v.* Rikers, 1 Duer, 606.

20. *Team.* 1. Two or more horses, oxen, or other beasts harnessed together to the same vehicle for drawing, as to a coach, chariot, wagon, cart, sled, sleigh, and the like.

[Adopted.] N.Y. Superior Court. Chambers, 1853. Harthouse *v.* Rikers, 1 Duer, 606.

21. *Shave.* 6. To strip; to oppress by extortion; to fleece.

[Adopted.] Court of Errors, 1845. Stone *v.* Cooper, 2 Den. 293.

22. *Security.* 5. Any thing given or deposited, to secure the payment of a debt, or the performance of a contract; as a bond with surety, a mortgage, the indorsement of a responsible man, a pledge, &c.

[Adopted.] A. V. Chan. Ct. 1845. Storm *v.* Waddell, 2 Sandf. Ch. 494.

Judge DILLON, of Davenport, Iowa, furnishes the following, from the Iowa Reports, in which Webster has been cited as authority, in the Courts of that State:—

1. *Over.* Webster's fifth and sixth definitions approved and adopted as basis of decision in Carpenter *v.* Cedar Rapids R. R. Co., 12 Iowa Rep. 105, per *Lowe*, C. J.

2. *Surprise.* Webster's first definition expressly adopted and approved in Willard's Equity Jurisp. p. 205.

3. *Effected.* In law frequently synonymous with *enforced*. Thus a lien may be *effected*, that is *enforced*, by bringing an action, &c. 9 Iowa, 154.

4. *Used.* Legal meaning of the word, see 9 Iowa, 155.

5. *Prudent.* "The *prudent* man is a cautious man—*practically wise.*"—Webster. Per *Wright*, C. J., 9 Iowa, 286.

6. *Judiciously.* "To act *judiciously* is to exercise good judgment." — *Webster.* Approved and adopted. 9 Iowa Rep. 236.

7. *Skillfully.* "To act *skillfully* is to act with discretion or wisdom — prudently." — *Webster.* 9 Iowa, 236.

8. *Resident.* Webster's definition ("to dwell permanently," &c.) expressly approved, and the legal meaning of the word fully considered in Hinds *v.* Hinds, 1 Iowa, 36.

9. *Believed.* Substantially the same in law as the word considered. 1 Iowa, 153.

10. *Expert.* "A person instructed by experience." 1 Iowa, 167.

11. *Homestead.* "A place to abide — a place for the family; and to be a homestead the premises must be *used* as a *home*." 1 Iowa, 435.

12. *Surety.* "The word '*surety*' is defined by Webster, in his dictionary, to mean 'certainty, indubitableness, security, safety.' 'Security against loss or damage — security for payment; and in law, one who enters into a bond, or recognizance, to answer another's appearance in court; or for his payment of a debt; or for the performance of some act, and who, in case of the principal debtor's failure, is compellable to pay the debt or damage, as a bondsman;' a bail." Quoted and approved, per *Williams*, C. J., Pitkins *v.* Boyd, 4 G. Greene, 259.

13. *Completed.* "Finished, ended," &c. Webster's definition adopted in State *v.* Bissell, 4 G. Greene, 334.

14. *Being.* The one is present. The *present* participle "*being*," means "existing in a certain state." — *Webster.* Adopted and approved, 4 G. Greene, 333.

15. *Carelessness.* This is not a legal term; but is equivalent, in law, to negligence. 3 Iowa Rep. 92.

16. *Permit.* A failure to prevent does not amount to a *permission* within the meaning of a criminal statute. 4 Iowa Rep. 543. Dillon's (Iowa) Digest, 377.

17. *Character.* "The peculiar qualities impressed," &c. This definition adopted, 5 Iowa Rep. 394; where *Woodward*, J., says: "Character signifies that which a person *really is*, in distinction from that which he may be *reputed* to be." Dillon's (Iowa) Digest, 378.

18. *Chaste.* A woman who delights in lewdness and indecency is not of *chaste character* in legal estimation, though she has escaped actual unlawful intercourse. Dillon's (Iowa) Digest, 378.

19. *Coward.* Not a legal term, and should not be used by a judge in charging a jury. 5 Iowa, 481.

20. *Sodomy.* This crime not indictable unless there is an express statute against it. 10 Iowa Rep. 400.

21. *Inhabitant.* Not synonymous with the word *citizen.* Sprague *v.* Houghon, 2 Scam. 414.

22. *Until.* In a contract or in law, it may have an exclusive or inclusive meaning. Hence, where a law provides that bids may be received *until* a certain day, none can be received on that day. Webster *v.* French, 12 Ill. 305.

23. *Harbor.* Has the legal definite meaning of "fraudulent concealment." Chambers *v.* People, 4 Scam 354.

24. *Coupon. In law*, is essentially the same as a promissory note. 5 Iowa, 15; 6 *ib.* 265. Dillon's (Iowa) Digest, 318.

25. *Prostitute.* Webster's definition adopted. 8 Iowa Rep. 454. Dillon's (Iowa) Digest, 362.

26. *Prostitution.* Webster's definition adopted. Hence held that criminal intercourse confined exclusively to one man, did not amount in law to prostitution. 6 Iowa Rep. 447.

27. *Steal.* Its legal meaning is the same as its common meaning. 2 Greene Rep. 308. Dillon's (Iowa) Digest, 365.

RICHARD COBDEN'S DICTIONARY. — In a recent correspondence between Mr. Cobden and the Editor of the "London Times," the following passage occurs in one of Mr. C.'s letters, —

"You will observe in the above passage from my speech taken from your own report, that I use the words, 'I don't want any agrarian outrages by which we should change all this;' and now we must appeal to the tribunal of the lexicographer. If you turn to Webster's (quarto) Dictionary, you will find the word 'agrarian' interpreted, on the authority of Burke, as follows: —

"'Relating to lands. Denoting or pertaining to an equal division of lands; as, the agrarian laws of Rome, which distributed the conquered and other Public lands equally among all the citizens, limiting the quantity which each might enjoy.'

"Again, in the same dictionary, the word 'agrariauism' is given as 'an equal division of lands or property, or the principles of those who favor such a division.' Thus, in repudiating the agrarian system, I repudiated in pure and unquestionable English, according to Burke, the principles of those who favor an equal division of land," &c.

So it seems that our English cousins rely upon Webster, as a standard for definitions, from which no appeal is thought of. — *Republican.*

You are invited to send us any cases in addition to or like the foregoing, where Webster has been cited as authority in courts, on important trials, specifying the case, the court, and the date.

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The possession of any other English Dictionary, or any previous edition of this, can not compensate for the want of this very full and complete one. In its present perfected state it must long remain the BEST ENGLISH DICTIONARY, and, once possessed, remain of constant and abiding value.

No other English Dictionary has such weight of authority, or is cited so frequently in Legislatures, Courts of Justice, or in determining the meaning of contracts, as Webster. A very large number of Reported Cases, arguments of counsel, &c., might be quoted to prove this.

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"I have looked, so that I might not go wrong, (as we have the advantage of having it here,) at Webster's American Dictionary, a work of the greatest learning, research, and ability."

"I think it not only a great improvement upon former issues of the same work, but superior, in most respects, to any other English Dictionary known to me. The labors of the recent editors and contributors have made it undoubtedly the best general etymologicon we yet possess of the language; its vocabulary is as ample as could well be given in the compass of a single volume; its definitions are, in general, sufficiently exact and discriminating; and its pronunciation is apparently conformable to the best usage."—*Hon. George P. Marsh, Florence, Italy, March 7*, 1866.

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In the background of the picture, upon the left, a train is seen leaving the region of churches, fountains, and hovering angels, for the Black Valley country. Further down faster trains are seen. In the foreground, a crowded train is seen at *Drunkard's Curve*, the last stopping place. In the saloon, one conductor is emptying the pockets of travelers, while another is ejecting them from the train. Forward of the saloon is the *fireman*, who is feeding grain into the engine, which is a DISTILLERY. On the left, in the foreground, some travelers, who have been carried *further than they intended to go*, are leaving the train in rags and wretchedness, to return by the *Temperance or Cold Stream River Stages*. On the right, some philanthropists are helping into ambulances the disabled and dying who have been thrown out along the track of the road.

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THE ORGANIZATION OF SCHOOLS.

BY PROF. WM. F. PHELPS.

It may be well to suggest, before passing to the next step in the process of school organization, that written examinations are by far the most reliable and satisfactory tests of attainment, and that they should be employed in all cases where circumstances will permit. This method may be adopted partially or wholly among the older classes even of our ungraded country schools with much advantage. Written examinations for *classification* are no less valuable than for purposes of *promotion* or *graduation*; and we shall expect to see the standard of teaching and of scholarship advance in the common schools in the exact ratio of the thorough and judicious application of this vigorous test in these several directions.

VIII. *The standing of each pupil having been accurately determined, the teacher should decide upon the number and character of his grades, and then proceed to the work of permanent classification, acting upon the cardinal principle that the pupils should be grouped according to their average capacities and attainments and not to their proficiency in any one branch.*

In establishing the grades care should be taken not to make them too numerous, lest the number of classes become unduly multiplied, and the time and strength of the teacher be too greatly taxed. In most country schools these grades need not exceed three, or at most four, and under judicious management

the former number can be made to prevail perhaps in a majority of cases. Of course, the studies of all the pupils in each grade will be the same. There should be no overlapping of one grade upon another. They should be kept distinct, so that a pupil, for example, in the A class in arithmetic will be in the same class in all the studies pursued by him. Or, in other words, the same pupil should not be placed in as many different classes as he has studies. If his attainments in grammar enable him to enter the C class, while his examination in geography would place him in the A, and in arithmetic in the B, let him be so classified that he can, for the time being, give less attention to geography and more to the studies in which he is deficient. One great object of education is to secure a well-balanced mind—to develop the faculties symmetrically and not in one or two directions merely. We should not encourage the pursuit of *hobbies*. A harmonious evolution of the faculties demands a harmonious arrangement of studies and a prosecution of them in a kindred spirit of harmony. The fulfillment of this law of culture is best secured by such a curriculum and classification as demand a judicious distribution of the mental energies through all the leading lines of thought open to the human intellect.

We lay it down as a maxim, then, that the classification of a school should be *general;* that each class should be distinct from every other; and that an ungraded school in this respect should be made to approximate as nearly as possible to one which is graded.

That it will take time, tact, and skill to effect such a classification, is very true. That many difficulties will have to be surmounted and many prejudices overcome, is equally unquestionable. But there is no excellence any where without labor, and these difficulties will be much less than those which result from the common method of distributing the pupils among several classes. Our common schools can never be rescued from their low estate without skill, tact, and patient effort. They can not be made efficient instrumentalities for good, until there is a radical change for the better in their internal organization and classification.

While there are nearly as many classes as there are pupils multiplied by the number of studies in a school, no results that are really tangible can be achieved, and the means, time, and labor expended upon it are mainly wasted. No teacher should be burdened with more than fifty pupils, and these should be

susceptible of division into not exceeding three classes, while two would be better still.

The efficiency and economy of teaching hinge primarily upon a judicious classification according to the principle of homogeniety in capacity and attainments of the pupils of each class or grade.

Most, if not all, of the objections which may be made to this plan, may be overcome by a skillful and intelligent teacher. If there seems at first to be too great a diversity of gifts and attainments, either in the same pupil or between the different pupils of a class, let the tact of the teacher be called into requisition to harmonize these diversities and to restore the mental equilibrium, while holding fast to the faith that his sound system of classification will itself in due time do much toward working out the desired results.

Undoubtedly both mental and physical *capacity* as well as mere attainments, should have a bearing upon the classification of children at school. A child's power of physical endurance may be weak, while intellectually he may be equal to the average of his class. In such a case, it would be better to grade him low, rather than by overtaxing his energies to endanger health and perhaps his life. Great prudence and care are necessary in this work of classification, and the teacher will find it expedient to look at the *possibilities* as well as the *actualities* of each case, in order to reach a wise conclusion in the premises.

IX. *The classification of the school having been satisfactorily effected, it devolves upon the teacher to determine the order and distribution of studies and other exercises best suited to the condition and circumstances of his pupils.*

This subject of the order and distribution of studies, is still in a very loose and disjointed state in most of our country schools. In this respect, also, many of them are in a truly deplorable condition. It frequently happens not only that each child is allowed to select his own studies, but that he generally chooses those for which he is least fitted. Or if the parents, as they often do, claim the right to dictate in this matter, the result is no less disastrous in its consequences upon the condition of the school. Indeed, it is this license in the selection of studies, leading to an almost endless diversity, that renders the proper classification of our schools next to impossible. Here is a child scarcely able to read a primer fluently, that insists upon using a third or fourth reader. Here is another, ignorant of the first principles of

arithmetic, that proposes to study algebra. A third demands to be organized into a Latin class; and a fourth claims the time and attention of the teacher as one whole class in chemistry or physics. One parent wants his children to study "*rethmetie*" only, deeming "*jography*" of no account. It is a notorious fact that hundreds of schools in our country are thus suffering from a confusion of tongues, as destructive to their harmonious and efficient action as was that which confounded the workers at the tower of Babel. The laws of few States define, as distinctly as they should do, the studies which it is the office of the common schools to carry forward. Indeed, this whole question of a course of study for the public schools, seems to be *all at sea*. It seems to be at the mercy of the varying views alike of children, parents, and teachers, and between them all our system in many places is driven well nigh awreck.

In the absence of any well defined plan, therefore, in respect to this matter, we believe it devolves upon the teacher to determine, after a careful examination of his pupils, what studies are best suited to their condition and circumstances. Education is not a mere system of outward and arbitrary appliances. It is rather a series of processes adapted to favor the growth and development of the faculties. The studies and exercises in which a child should engage, then, depend upon his mental and moral condition as determined by the examination heretofore referred to. The teacher is bound to comprehend what this condition is, and what is best suited to it. Therefore, let him rule out all special branches, and those with high sounding names, whenever they are above the capacity of those who claim them, and whenever they are in danger of unduly absorbing his attention or of interfering with the legitimate work of the school as well as with the rights of a large majority of those for whose equal benefit the institution is established and supported. This is not the place to go into a discussion of the subject of a course of study, however profitable such might be. But keeping in view the great end for which the public school was established, it is safe to affirm that the *elementary branches* and those *fundamental processes* whose function it is to develop and shape the mind, must claim precedence over those which can be profitably pursued only upon the basis of a thorough and exact knowledge of first principles.

X. *Following the permanent classification and the selection of studies, a suitable time-table or daily programme of exercises should be arranged adapted to the circumstances of the school.*

Without a time for everything, and everything in its time, little can be accomplished in the management of a school. "Order is Heaven's first law." Without system in our mental processes, the mind remains in that chaotic state which renders it powerless for good. Without system in the means by which these mental processes are to be regulated and governed, it is easy to see that intellectual discipline and power can not be attained. Hence a school should ever embody the soul of order in all things.

In constructing a time-table, the teacher will need to have before him all the subjects of study, all the classes he has formed, the general exercises he proposes to introduce, and the number of hours to be devoted to the daily session. In addition to these, he must be prepared to make suitable allowance for recesses and other interruptions of the regular school work. A simple method of procedure would be, first, to reduce the time of the daily session to minutes, and having decided upon the number and length of the recesses and other interruptions, to deduct the time thus to be occupied from that of the whole session. Next let the number of class exercises be ascertained, and let the number of minutes to be devoted to class work be divided by the number of exercises. The quotient will give the average length of each recitation. This would give an approximation to the true time-table for each day. But the average duration of the recitations will be modified by the following considerations:

1. Classes belonging to the lower grades will require less time and more frequent repetition than those more advanced.

2. Classes in such studies as grammar and geography should be allowed more time than those in reading, written and mental arithmetic, etc.

3. The lessons of the primary classes in reading and spelling, if possible, should be duplicated during the two daily sessions.

4. Some of the recitations of the more advanced classes may alternate with each other when necessary; as, for example, the mental arithmetic class may be heard twice a week, and the written three times. This plan should be resorted to only when there is insufficient time for daily, thorough drills with all the classes. Two or three exercises a week of thirty-five minutes duration will be much more valuable than five recitations of no more than twenty minutes each in the more advanced classes. In the German schools it is customary to distribute the different school exercises through the hours of the week, instead of the

day, as in this country. This plan has many advantages, besides being founded in sound philosophy.

To the foregoing suggestions many others might be added upon the arrangement of a time-table, but space will not permit. We must be allowed to urge, however, the importance of a careful and systematic apportionment of time among the various duties of the school-room as the only means whereby exact justice can be meted out to all concerned.

NOTES ON TEACHING NATURAL SCIENCE.

NO. III. SPECIFIC GRAVITY. (*Concluded.*)

The principle of Archimedes as applied to floating bodies can be shown, by experiments corresponding to those already detailed, to have two forms of expression, viz:

1. A body always displaces its own weight of the fluid in which it floats. Hence,

2. A floating body displaces a volume of fluid inversely proportioned to the density of the fluid.

It follows from the latter statement, that the specific gravity of a liquid may be found by dividing the volume of a given weight of water by the volume of an equal weight of the liquid. In this, the *volume* of water is the *dividend;* in the previous examples, the *weight* of the water is the *divisor.*

In the application of the preceding, we have two forms of hydrometers: (1) of constant volume: (2) of constant weight.

1. Hydrometers of constant volume, like that of Nicholson, have the instrument always sunk to the same level (a mark on the stem) by means of weights added to a pan out of the liquid.

Such an hydrometer can be extemporized by taking a short cylinder of wood rounded at each end, ballasting it by means of a wire basket attached to the lower end, and affixing, by a stout straight wire, a small pan at the upper end. In every form of hydrometer, enough ballast should be used to bring the centre of gravity to such a point that the instrument will float in a vertical position. Nicholson's hydrometer may be used for finding the specific gravity of both solids and liquids.

As the same volume of fluid is displaced in each instance, then the weight of the instrument plus the weight added to bring it

to the mark on the upper wire will equal the weight of the same volume of fluid. This consideration enables us to use this hydrometer to obtain the specific gravity of liquids in the same manner as with the specific gravity bulb.

(*N*) A counterpoise of known weight is required to bring the instrument placed in water to the stem mark. If any body be put on the pan in place of a portion of the counterpoise, the weight of the body in air must equal the weight of the counterpoise minus the weight of the portion remaining. So if the body be transferred to the basket, the weight necessary to be added to the pan will equal the loss of weight of the solid in water. Then the first quantity divided by the second will give the specific gravity of the body.

This instrument may be used for solids of all densities. When light solids are submerged, they must be in some way confined to the basket.

(*O*) Hydrometers of constant weight can be extemporized with very little trouble. Close one end of a quill glass tube of uniform diameter and twelve or fifteen inches long, and ballast it in water by dropping shot or mercury into the tube. Having adjusted the load so that it will float, leaving three or four inches out of water, seal the upper end. This is the original form of Gay Lussac's volumetre. To imitate the common forms, pass the tube through a large cork rounded at the ends, ballast as before, and adjust by raising or depressing the cork. The scale must now be determined by careful experiment, and marked on the tube by scratching the glass with a glazier's diamond or a fine file.

(*P*) Beaume's scale for heavy liquids is found as follows: Denote the volume of the hydrometer submerged in water by x. Mark the level on the stem, and call the point zero. Make a solution of 15 parts cooking salt and 85 parts water. Place the spindle in this, and denote the level of the instrument in the brine by the number 15. Now consider the instrument below the water line, to be divided into equal parts, corresponding to the fifteen parts between the water line and the brine line, and call the parts degrees. The volume of the instrument submerged in the brine is therefore $x - 15°$. Therefore if we divide x by $x - 15°$, we shall have the specific gravity of the brine. By other methods, brine of the strength assumed has been found to have a specific gravity of 1.109. Consequently $x \div (x - 15) = 1.109$. Hence, $x = 152°$. In other words, the volume of pure water dis-

placed by the instrument is equal to 152 such parts as constitute the 15 between pure water and brine containing 15 per centum of salt. Therefore if the spindle rests in any other liquid at a degree represented by n, its specific gravity will be found by dividing the volume of water displaced (152) by the volume of the liquid $(152 - n)$, or specific gravity of heavy liquids $= 152° \div (152° - n)$.

(*Q*) Now the most natural way for finding the specific gravity of liquids lighter than water would be to continue the same graduation above the water mark, and divide 152° by $152° + n$; but by some idiosyncrasy or other, Beaume was led to make an entirely new scale for lighter liquids on the following basis: He denoted by zero the specific gravity of a liquid containing 10 per centum of salt (this is actually 1.073), and represented the water line by 10°. From such data $x \div (x - 10) = 1.073 : x = 146$. Consequently, by Beaume's scale, specific gravity of lighter liquids $= 146 \div (136 + n)$. Beaume's scales are of very general use in the United States, and are about as good as any, since almost all are alike arbitrary.

(*R*) Gay Lussac's hydrometer is numbered, in theory at least, from the bottom of the tube, and floats about midway at 100° in distilled water. Its formula is the simplest of all, being for all liquids *sp. gr.* $= 100 \div n$.

The formulas for other hydrometers are: *Sp. gr.* = Beck (lighter), $170 \div (170 + n)$; (heavier), $170 \div (170 - n)$. Cartier (lighter), $134.6 \div (123.6 + n)$. Twaddell (heavier), $1 + .005n$.

Almost every important liquid used in commerce has a scale peculiar to itself: thus we have salinometers, acetometers, lactometers, saccharometers, alcohometers, "petroleometers", and others.

Richter's and Tralle's scales are employed in the determination of alcoholic liquors; the first indicates the proportion of absolute spirit by weight, and the second by volume. The latter is the one adopted by the United States in levying duties on spirits.

Some hydrometers are made in sets of two or more spindles, to avoid an undue length of stem. Others, as Sike's, are provided with moveable weights to facilitate adjustment in different fluids. All these are constructed on the same principles, and vary only in their scales and in the mode of adjustment. Little reliance can be placed on the accuracy of the results obtained by their means, by reason of the difficulty of reading the level of the liquid on the scale, and also by reason of the carelessness or dishonesty of the makers in adjusting the scales. A printed scale is

not likely to fit all instruments equally well. Every instrument should be tested to ascertain how much reliance can be placed on its "rough and ready" indications.

Space will permit only the bare mention of other means of finding specific gravity; as, the *U* tube, the pump hydrometer, Rousseau's Hydrometer, or Fahrenheit's Hydrometer. Of these, Rousseau's is useful when only a very small quantity of the liquid is obtainable. The others are curious, but of little practical value.

Few persons have apparatus that will warrant them in attempting to calculate the specific gravity of gases. The fact that gases differ in this regard may be shown by pouring them up or down from one vessel to another, and more satisfactorily by soap bubbles prepared with glycerine and filled with various gases. An artificial atmosphere may be made for the heavier gases to float in by filling a deep jar with carbonic acid.

Solids that are soluble in water, as sugar, salt, are weighed in oils which do not dissolve them; the loss of weight noted; and then the necessary computations are made to reduce this loss to the usual standard.

The subject furnishes an admirable exercise in mathematics, and one valuable for sharpening the wits of the pupils. Data of weights should be made to furnish results in volume, and *vice versa*. The exercise should be made strictly progressive, and should be made to start from elementary problems of mensuration of solids. The most difficult problems are those of Chemistry requiring the volume of gaseous product, resulting from reactions of given weights of bodies taken in the solid state.

S. A. N.

TEACHERS OF ONE IDEA.

BY JOHN S. HART, LL.D.*

There is between the teacher and other operatives one obvious difference, arising from the difference in the materials upon which their labor is bestowed. That class of laborers whose toil and skill are exerted in modifying the forms of matter, succeed generally in proportion to the narrowness of the range to which

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each individual's attention is confined. It is possible for the same person to sow flax, to pull and rot it, to break it, hatchel it, spin it, warp it, weave it, dye or bleach it, and finally make it into clothes. I say this is possible, for I have seen it done, and I dare say many of my readers have seen the same. But how coarse and expensive is such a product, compared with that in which every step in the progress of production is made the subject of one individual's entire and undivided attention.

If we were to go into the factories of Lowell, or into any of the thousand workshops which are converting Philadelphia into a great manufacturing centre, we would find the manufacture of an article approaching perfection just in proportion to the imperfection (in one sense) of the individual workmen employed in its production. The man who can make a pin-head better and cheaper than any one else, must give his attention to making pin-heads only. He need not know how to point a pin, or polish it, or cut the wire. On the contrary, his skill in that one operation increases ordinarily in proportion to his want of skill in others. His perfection as a workman is in the direct ratio to his imperfection as a man. He operates upon matter, and the more nearly he can bring his muscles and his volitions to the uniformity and the precision of a mere machine—the more confined, monotonous, and undeviating are his operations—the higher is the price set upon his work, the better is he fitted for his task.

Not so the instructor of youth. The material operated on here is of a nature too subtle to be shaped and fashioned by the undeviating routine of any such mechanical operations. The process necessary to sharpen one intellect may terrify and confound another. The means which in one instance serve to convince, serve in other cases to confuse. The illustration which to one is a ray of light, is to another only "darkness visible." Mind is not, like matter, fixed and uniform in its operations. The workman who is to operate upon a substance so subtle and so varying, must not be a man of one idea—who knows one thing, and nothing more. It is not true in mind, as in matter, that perfection in the knowledge of one particular point is gained by withdrawing the attention from every other point. All truth and all knowledge are affiliated. The knowledge of arithmetic is increased by that of algebra, the knowledge of geography by that of astronomy, the knowledge of one language by knowing another. As no one thing in nature exists unconnected with other

things, so no one item in the vast sum of human knowledge is isolated, and no person is likely to be perfectly acquainted with any one subject who confines his attention with microscopic minuteness to that subject. To understand thoroughly one subject, you must study it not only in itself, but in its relations. To know one thing well, you must know very many other things.

Let us return, then, to the point from which we set out, namely, that one important difference between the teacher and other operatives arises from the difference in the objects on which they operate. The one operates upon matter, the other upon mind. The one attains perfection in his art by a process which in the other would produce an ignoramus, a bungler, a narrow-minded, conceited charlatan. Hence the necessity, on the part of those who would excel in the profession of teaching, of endeavoring continually to enlarge the bounds of their knowledge. Hence the error of those who think that to teach any thing well, it is necessary to know only that one thing. That young woman who undertakes to teach a primary, or even an infant class, has mistaken her calling, if she supposes that because she has to teach only the alphabet or the "table-card," she has therefore no need to know many other things. There are some things which every teacher needs. Every teacher needs acultivated taste, a disciplined intellect, and that enlargement of views which results only from enlarged knowledge.

We all know how much we are ourselves benefited by associating habitually with persons of superior abilities. So it is in a still higher degree with children. There is something contagious in the fire of intellect. The human mind, as well as the human heart, has a wonderful power of assimulation. Every judicious parent will say: Let not my child be consigned to the care of an ill-informed, dull, spiritless teacher. Let it be his happy lot, if possible, to be under one who has some higher ambition than merely to go through a certain prescribed routine of duties and lessons; one whose face beams with intelligence, and whose lips drop knowledge; one who can cultivate in him the disposition to inquire, by his own readiness and ability to answer childish questions; who can lead the inquiries of a child into proper channels, and train him to a correct mode of thinking by being himself familiar with the true logical process, by having himself a cultivated understanding. Such a teacher finds a pleasure in his task. He finds that he is not only teaching his pupils to read and to spell, to write and to cipher, but he is acquiring an ascend-

ancy over them. He is exerting upon them a moral and intellectual power. He is leaving, upon a material far more precious than any coined in the mint, the deep and inerasable impress of his own character.

Let me repeat, then, at the risk of becoming tiresome, what I hold to be an important and elementary truth, that the teacher should know very many things besides what he is required to teach. A good knowledge of history will enable him to invest the study of geography with new interest. Acquaintance with algebra will give a clearness to his perceptions, and consequently to his mode of inculcating the principles, of arithmetic. The ability to delineate off-hand with chalk or pencil the forms of objects, gives him an unlimited power of illustrating every subject, and of clothing even the dullest with interest. Familiarity with the principles of rhetoric and with the rules of criticism, gives at once elegance and ease to his language, and the means of more clearly detecting what is faulty in the language of others. A knowledge of Latin or of French, or of any language besides his own, throws upon his own language a light of which he before had no conception. It produces in his ideas of grammar and of language generally, a change somewhat like that which the anatomist experiences from the study of comparative anatomy. The student of the human frame finds many things that he can not comprehend until he extends his inquiries to the other tribes of animals: to the monkey, the ox, the reptile, the fish, and even to the insect world. So it is with language. We return from the study of a foreign language invariably with an increased knowledge of our own. We have made one step at least from the technicalities of particular rules towards the principles and truths of general grammar.

But it is not necessary to multiply illustrations. I have already said enough to explain my meaning. Let me say, then, to every teacher, as you desire to rise in your profession, as you wish to make your task agreeable to yourself or profitable to your pupils, do not cease your studies as soon as you gain an appointment, but continue to be a learner as long as you continue to be a teacher, and especially strive, by all proper means, and at all times, to enlarge the bounds of your knowledge.

The teacher's knowledge should be wider than his pupils' textbooks.

THE CLASS ROOM.

INTEREST — LESSON II.

I always require my pupils to perform some labor at their seats, and I always examine what they have done, and, at times, require them to show what they have learned from my instructions; but this is very different from ordering them to study a certain subject, and, on the morrow, hearing them recite it. The thirty examples referred to in a former article, were not a *lesson*— they were not something to be learned, but something to be *done*. As the pupil does not learn them, he can not be said to recite them. We assigned examples from percentage, because that subject immediately precedes interest, and the pupil has not yet learned to work examples in interest.

Having called the class we will first ascertain whether the examples have been worked. Pupils should be taught to place their examples neatly and compactly on the slate, with sufficient data to enable them to reproduce the original question without other help. Analytical solutions are preferred, but are not forced upon the pupil. At the right period analysis will be easy and natural to him. We do not think, with Mrs. Pipchin, that the human mind must be forced open like an oyster.

The solutions least approved are those which we may call *technical*. They abound in such phrases as, "Add them together, and you have," "Subtract, and it leaves," "Multiply by 6, because there are 6 years, and it gives me," etc. I am unable to listen with patience to such stuff. Technicalities are tolerable only when necessary. We pass rapidly over this part of the lesson, or dwell carefully upon it according to circumstances. Oral instruction upon new topics, as in this case, is considered to take precedence. As we are careful not to present too many new things at a time, we usually have plenty of time to analyze our exercises, and to work examples in class.

We are careful to bestow praise and encouragement upon those who deserve them, but we are not afraid to censure those who need it. Whenever idleness and apathy show their ugly heads, they are severely rebuked. While practicing this system, we have but little trouble with government. The school thus taught, will almost govern itself.

Having disposed of the preliminaries, the questioning again begins:

At 6 per cent., what is the interest of one dollar for a year? $2? $3? $5? $10? $20? $100?

If 6 per cent. of the principal be the interest for 1 year, what per cent. will be the interest for 2 years? For 3 years? For 4 years?

What per cent. of the principal would $\frac{1}{2}$ year's interest be? What is 6 months' interest of $1 at 6 per cent.? What per cent. of $1 is 3 cents? What would be the interest of $a for 6 months? Ans. 3 *per cent. of* $a.

If 1 year's interest be 6 per cent., what will be $\frac{1}{3}$ year's interest? Ans. 2 *per cent.* One-third of a year is how many months? What is 4 months' interest of $1? $3? $6? $25? $40? How do you know?

Now, if two per cent. of any principal is the interest for 4 months, what is the interest for 2 months? What is the interest of any sum for 2 months at 6 per cent. per annum? *One per cent. of that sum.*

How can we obtain one per cent. of any number? *By dividing by* 100. How shall we do this? *By cutting off two more decimal places.*

Willy take the board. What is the interest of $868 for 2 months at 6 per cent.?

Class, read what he has written. *Eight dollars and sixty-eight cents.* What part of the example have you written? *The answer.* Could you have done any thing less than that?

Why is your work contrary to direction? *Because I can not read the example from what I have set down.* Can you write it according to our directions? *I will try.*

Writes: Int. $868 2 months at 6 per cent.

$8.68 = Interest 2 months at 6 per cent.

Correct. Read it. *What is the interest of* $868 *for* 2 *months at* 6 *per cent,?* $8.68 *is the interest for* 2 *months at* 6 *per cent.*

Who will give the analysis—tell the reason why $8.68 is the answer?

Mary. *The interest of* $868 *for* 1 *year would be* 6 *per cent. of that sum; for* $\frac{1}{6}$ *of a year it is* $\frac{1}{6}$ *of* 6 *per cent., or* 1 *per cent. of that sum, which is* $8.68.

Having the interest for 2 months, how can we get it for 4 months? 6 months? 8 months? 10 months? 1 year? 1 year 2 months? 1 year 4 months? 1 year 6 months? 1 year 8 months? 1 year 10 months? 2 years?

Sara, take the board; Class work on slates. What is the interest of $1868.45 for 1 year 2 months, at 6 per cent.?

Sara writes: Interest $1868.45 1 year 2 months at 6 per cent.
$18.6845 = 2 months' interest at 6 per cent.
7
$130.7915 = 14 months' interest at 6 per cent.

How many have it in the same form? Sara, read.

What would be 3 months' interest of $40? James: 60 *cents.* Why? *Because 2 months' interest is* 40 *cents, and* 1 *month's is half as much, which is* 20 *cents.*

For exercises work thirty examples. Excused. The examples are all at 6 per cent., and for years and months without days.

Marion, O. W. W.

POSSESSIVE CASE.—No. III.

BY W. D. HENKLE, SALEM, OHIO.

Oliver B. Peirce, in his "First Lessons in Grammar," p. 78, writes "Mr. Fox's [property]", and appends the remark, "Remember that such a name, followed immediately by an *un*accented syllable, has only the apostrophe; as, Mr. *Fox'* im*pru*dence." It is not certain what Mr. Peirce means by "such a name", for on the same page he writes "Felix' [property]." Whatever he means, we are able to confute his assertion by the following examples:

"Mr. Fox's sa*ga*city."—*Gent's Mag.*, vol. 2, p. 333.
"Fox's Pro*me*theus."—*Gent's Mag.*, vol. 5, p. 105.
"Fox's ex*treme* reverence for Dryden."—*Ibid.*, vol. 6, p. 576.
"Mr. Fox's col*lec*tion."—*Macaulay's Hist. of Eng.*, vol. 1, p. 223.
"Mr. Fox's his*tor*ical work."—*Ibid.*, p. 444.
"Mr. Fox's *opi*nion."—*Phillips's Curran.* p. 451.
"The Fox's con*ceal*ed intentions."—*Smart's Horace*, vol. 2, p. 421.
"Mr. Fox's East *In*dia Bill."—*Macaulay's Essays*, vol. 5, p. 107.

If Mr. Peirce meant monosyllables ending in *x*, we have the following additional examples:

"Dix's Un*h*oly Alliance."—*Harper's Mag.*, vol. 1, p. 5.
"Mr. Wix's com*plaint*."—*Gent's Mag.*, vol. 14, p. 141.
"Le Keux's memorials of Cambridge."—*Ibid.*, p. 141.

If *x* is not pronounced in Keux, this example is inadmissible. If Mr. Peirce meant only words ending in *ox*, all these last examples are inadmissible, but we might include

"Madox's ex*cur*sions."—*Gentleman's Mag.*, vol. 2, p. 561.

Mr. S. W. Whitney, who has been writing a series of excellent grammatical notes for the *American Educational Monthly*, said in the October *Monthly* for 1867, after having written two pages of directions as to the writing of the possessive case, "From the

above class we unhesitatingly except, and write without an additional *s* in the possessive, all names ending in *rs*, as *Ayres'*, *Beers'*, *Manners'*, *Waters'*, *Withers'*." He says he does this "on the score of euphony, sustained as it is by usage." He quotes from G. P. Marsh, "Lord *Berners'* Froissart", and from C. Knight, "Dr. *Chalmers'* knowledge." Now I see neither the euphony nor the prevailing usage. He does not cite the work of Marsh's in which "*Berners'*" is found. My notes show that it is on p. 651 of Marsh's "Lectures on the English Language"; but these notes also show the following:

"Lord Berners's Froissart."—*Marsh's English Language and its Literature*, pp. 336, 337, 498, 501.
"Lord Berners's Translation."—*Ibid.*, pp. 7, 495.
"Lord Berners's translation."—*Ibid.*, pp. 497, 537.
"Lord Berners's orthography."—*Ibid.*, p. 501.
"Chalmers's Apology."—*Craik's English Literature and Language*, vol. 1, p. 13.
"Chalmers's Life of Ruddiman."—*Ibid.*, pp. 84, 84.
"Chalmers's collection."—*Ibid.*, p. 34.
"Mrs. Clavers's Western Clearings."—*Dict. of Americanisms*, pp. 34, 97, 212, 214, 287, 288, 322, 333, 362, 370, 387.
"Mrs. Clavers's Forest Life."—*Ibid.*, 78, 86, 94, 202, 205, 236, 241, 271, 283, 308, 332, 343, 346, 353, 385.
"Chambers's Encyclopædia."—*Harper*, vol. 23, pp. iv, 262; *Atlantic*, vol. 8, pp. iv, 126.
"Rivers's Moral Philosophy."—*Harper*, vol. 19, p. 4.
"Saunders's Festival of Song."—*Ibid.*, vol. 32, p. iv.
"Chambers's Edinburgh Papers."—*Atlantic*, vol. 7, p. iii.
"Chambers's pamphlet."—*Ibid.*, p. 125.
"Rogers's Introduction to Burke's Works."—*Buckle's Hist. of Civilization in England*, vol. 1, pp. 321, 336.
"Chalmers's *Biog.* Dict."—*Ibid.*, 305, 513.

It should, however, be stated, that in the second volume, *Chalmers'* is found very frequently, as well as *Chambers'*. There are in the first volume more than two hundred examples of the possessives of nouns ending in the sound of *s* or *z*, comprising about fifty *different* nouns; in the second volume there are only about a dozen different nouns so used. Since we have *Adams's*, *Jones's*, etc., in the first volume, and *Adams'*, *Jones'*, etc., in the second, I conclude that either the author or American proof-reader did not exhibit the same care in the second volume as in the first.

"Olbers's hypothesis."—*An. of Sci. of Disc.*, 1855, p. 376.

My notes show numerous other examples of Chalmers's, Chambers's, Rogers's, Rivers's, and Olbers's, as well as of Nares's, Peters's, Powers's, Rodgers's, Akers's, etc.

The preceding sixteen pages are taken from that excellent school journal, the *Ohio Educational Monthly*.

The New and the Old School Laws.

In taking a rapid view of the law passed by the last Legislature we propose at the present time merely to contrast it with the one superceded, to show the special differences. In the *old* law we had a Board of Education and a State Superintendent and Secretary composed of five individuals; in the *new* are three Trustees of the Normal School and a clerk with somewhat similar but more restricted powers, and no pay except $300 a year to the Secretary, a saving of over $400.

In the old law we had a president, Treasurer and Board of County School Commissioners appointed by the State Board of Education—now we are to have County School Commissioners elected by the people, who appoint a person to be Secretary, Treasurer and Examiner for the county; whether this will be much less expensive than the former plan can hardly be told yet, but it will be much more satisfactory, not that the former Commissioners did not do their duty faithfully, but because the people wish to have something more to do than pay the school taxes. In addition to this, the people in each school district have the power returned to them to elect annually two trustees. This is really what the people *do* want, but Mr. Van Bokkelen says in his second annual Report that "what the people *do* want may not be what they *ought to want*," so it may not be satisfactory to some now, however, the main thing, after all, is to get good men for the office and then it won't be so much matter the mode of their appointment or election.

Text Books.—In the old law we had a uniform set of school books furnished through the State Superintendent to all the counties, and selected by the State Board of Education. It was supposed, this formed a very pretty little profit to somebody as it was not so important that every child in the State should use the same kind of book, so in the new law the Trustees of the Normal School merely recommend a list of books, and what is better have to give a *reason* for their recommendation, each Board of County School Commissioners can select such books as they choose from the list recommended, and purchase them where and from whom they choose, restricted only that the books contain nothing partisan or sectarian. This if no saving in dollars and cents will be much more pleasing to parents, who ought to have some say in what their children shall learn. It was more the dictational powers of this State Board in everything, that made the system so unpopular, than any lack in the faithful performance of its duties.

The Normal School as now organized reverses matters somewhat; in the old law the State Superintendent was Principal of it, *ex officio*, as it is called; in the new one the Principal of the Normal School is *ex officio* again, the State Superintendent, but the Principal's salary then was paid separately from the appropriation of $8000 for the school; now, it comes out of that sum. The old law provided for two male and two female Professors, the new one for a Principal and two male and two female Professors, but forgot to increase the appropriation for the new Professorship. The old law made the State Superintendent and Principal of the Normal School prescribe the course of study and supervise the general curriculum in every particular, and provide for model schools, this is all now taken from him and placed in the hands of the three Trustees which may probably lead to some improvements in the organization and plan of the Normal School and enlarge the sphere of its usefulness.

The mode of sustaining the school system is far better than in the old law, by that we had a State tax of 15 cents in the $100 and an uncertain and varied plan of separate county taxation; by the present law we have a State tax of but 10 cents in the $100, but the balance required by the County School Commissioners to keep the school open ten months in the year is fully provided for by a clause requiring the County Tax Commissioners to levy collect and pay over whatever sum the School Commissioners find absolutely necessary for the proper support of the schools, so that if now any county has not a good working system it is its own fault.

We will refer to some other parts of the law in our next.

State Normal School Commencement.

On the 13th inst., the Third annual commencement of this Institution was held at the Front Street Theatre, generously placed at the disposal of the Principal by John T. Ford Esq. There was a large and intelligent audience present and the exercises gave great satisfaction evincing as it did the value of the school to the State system of Education. The Normal school differs very materially from all other schools of public instruction, inasmuch as it is not a school of mere study but one of forms and systems, modes and ideas of teaching. There is no fixed specific course or time required for graduation, any one admitted can

participate in the examination, and if he or she can attain the minimum standard required a diploma is awarded. The necessary training, with all the books and stationery, and the diploma are given *free.* Any one of not less than 17 years of age from any part of the State can have all the advantages of this school without any expense whatever on signing a pledge that he or she will teach in the Public Schools of this State. The examinations for diplomas are conducted in writing with much care and fairness 90 per cent being the present requirement, a rather severe ordeal for young ladies, but 9 out of the senior class of 29 pupils reached it triumphantly to their honor, and of the 90 pupils in the school at the time of the examination 20 reached the average required for a lower grade of diploma to teach in Primary Schools. The examinations lasted *three weeks* and the written results fill many quires of paper. How would some of the old time teachers have liked such a test! The junior class were examined in Spelling, Grammar, Geography, History, Map drawing, Arithmetic, Writing, Composition, Vocal Music, and the Theory of Teaching, while the Senior class in addition were examined in Logic, Algebra, Natural Philosophy, Chemistry and Book-Keeping. There are also some more strictly professional parts of the requirments as on the History of Public Schools and Popular Education; the Philosophy of the Mind in Educational Theories, Teaching as an Art, Classification and Government &c., so that a training in this school ought to produce teachers well qualified in every respect. There is a model school held now at 144 W. Fayette Street, in connection with the Normal Schools presided over by Mrs. Borgman assisted by ten of its students who are detailed weekly to practice what they have been taught. This school is a success and pays its own expenses, not being a free school.

There is also belonging to the Normal School a small Library—an extensive Chemical apparatus, and a very good Philosophical one, with maps, charts, blackboards and other necessaries, so that nothing is wanted for a most excellent training of young persons for our Public Schools if they will attend it, unless, indeed it be a more suitable building than the present, which is nothing more than one large Hall. The Normal School is still in session.

"The Monthly Bulletin," Cumberland, Md., by E. S. Zevely is still continued, as is also the business to which it is more especially devoted:—Stamps.

Notices.

PHONETIC CHARTS, Calkins; Harper Brothers.—A set of these charts should not only grace the walls of every school room, but should be studied and understood by all.

PENMANSHIP.—L. S. Thompson, Sandusky, Ohio, publishes "The Teacher of Penmanship," monthly at $1 full of practical hints on the subject of Caligraphy.

LIBERIA.—Messrs. A. S. Barnes & Co., publish a useful book of information about Liberia which should have the attention of a certain class of philanthropists, and it would be well if they could annually export a few thousand "freedmen" to the land of their fathers.

INDEPENDENT FIFTH READER.—Watson—A. S. Barnes & Co., N. Y.—of School Readers it may be said "their name is legion," and while each differs from another each has some excellence peculiarly its own, as has this, which is well worth the careful attention of all interested.

OLMSTEDS' SCHOOL ASTRONOMY.—Snell-Collins & Bro., N. Y.—This attractive study is made especially so by this improved edition, with new engravings, &c. See Advertisement.

HEAVENWARD—EARTHWARD.—G. C. Garrigues & Co., Philadelphia.—This is a thrilling story now put up in attractive book form; originally published as a prize serial in that excellent paper the "Sunday School Times."

MODEST MERIT.—"The Student and Schoolmate," Boston, is not one of the boasting, bombastic, clap-trap puffed journals, yet is nevertheless in our opinion about "the best" publication for juveniles in the Union.

☞Third annual county Union Sunday School Convention for Allegany county, convenes in Cumberland Tuesday and Wednesday 12th and 13th May, prox.

☞Eldredge & Brother, of Philadelphia, have in press a new work, by Professor Hart, of the New Jersey State Normal School, entitled, "In the School room; or, Chapters on the Philosophy of Education."

The B. & O. R. R.

Notwithstanding the sneers of our venerable and learned hypercritical friend heretofore alluded to, we still adhere to the opinion that great works of internal improvement are educators, and as such, if for no other reason, may well be mentioned. And without wishing to be understood as paying a questionable compliment, we further venture the opinion, in the face of the sneers of the aforesaid writer, that if JOHN W. GARRETT would could or should be induced by any consideration to allow himself to be placed at the head of any system of public schools he would without doubt very soon make his mark in that sphere as he has as President of our great rail road. To him Baltimore and the whole State of Maryland owe a lasting debt of gratitude. All men of liberal and enlarged views are begining to admit this, we hope the time will soon come when we shall cease to hear of the little, snarling opposition which has sometimes been heard.

Baltimore bids fair soon to make rapid strides in the onward march of wealth and improvement by reason of the far reaching and far seeing wisdom of the B. & O. R. R. direction. With lines of ocean steamers to Liverpool and Bremen and other European ports, fostered and owned wholly or in part by the B. & O. R. R., the shortest route from the seaboard to the great West, with connection to the Southeast and Northwest, who can foretell or calculate the advantages which shall result to us all. Long live the B. & O. R. R. and its present excellent President!

AN OFFER—BACK NUMBERS.—We have on hand full sets of all back numbers of this journal, which we will mail to any address on receipt of One Dollar, and all who subscribe and pay in advance for the second volume may receive the back numbers free.

It is expected and hoped that this "Maryland Educational Journal" will be continued under more favorable auspices during the coming or second year, than has been its fortune for the past or first year of its existence.

Prof. THOMAS LUCY, A. M., is the resident Baltimore editor and agent of the Journal.

Can our many delinquent subscribers (and those school officers too who sent us lists) look in the face of this innocent child and say with a clear conscience that they have acted right towards the publisher of this journal?

It is not too late yet to make amends.

In the several counties there are delinquents as follows:—In Allegany 5; Washington 8; Frederick 6; Carroll 19; Queen Ann 13; Baltimore 26; Harford 3; Kent 12; St. Mary's 6; Somerset 21; Howard 7; Montgomery 4; besides some others.

☞ Special attention is invited to the advertisement of Messrs. Selby & Dulaney of 332 West Baltimore Street,—they publish an unsurpassed series of Readers, Arithmetics and Geographies. "Encourage Home Enterprise." A more comprehensive notice will be given in our next.

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VALEDICTORY.

We have been cogitating how to bid a dignified adieu to the readers of the Maryland Educational Journal, in phraseology that might escape the animadversions of hypercritics, but have come to the conclusion that dignity must stand aside, when dollars, or rather, as in this case, the *want* of dollars are in consideration! Hence we speak as follows: —[after saying apologetically—though no apologies are due—that the Journal has not been what we had hoped to make it, for two reasons: first, we depended too much on others to write for it; and, second, when we found that the "others" would neither write for it nor pay for it,—neither seemed to care whether it lived or died,—we felt too much disgusted to write for it ourself, especially as we had moreover much other and more profitable business to attend to. We thus rested satisfied with merely getting out some sort of numbers to complete the year, and thus disarm the slanderous tongues that had prophecied an earlier suspension.]

When the Journal was first issued we believed there was sufficient *esprit de corps* among the school officers and teachers of Maryland to sustain it, in so far at least as to prevent loss. We believed they would make some effort to contribute to its pages items of general interest, and the result of their experience and difficulties for the general good. We believed, further, that they would at least meet their engagements. In all of these points we have been disappointed. ☞ Not ten men in Maryland have heartily seconded our efforts to establish a School Journal in the State! *Not ten!* yea, this number may still be reduced, and yet include all those who have heartily responded to our appeals for help, personally, by letter, by circular, and in these pages!

After having issued some consecutive numbers of the Journal, and finding the above state of facts to exist, we (fortunately for them) gave them some excuse for standing aloof *thereafter*, by very gently intimating our want of implicit faith in the infallibility of both the school system and the Superintendent. This has been taken advantage of by many, who should have paid their subscriptions in advance, according to agreement, *not to pay at all!* Officials who furnished lists of names have with the utmost coolness given to us to understand they did not care a straw whether we were paid or not! And so, as the newly appointed Principal of the State Normal, who is by law required to communicate information and instruction through an Education Journal, is not by that law provided with the means to do so, we bid all a final adieu, and wish better luck to whoever essays to publish the NEXT School Journal in Maryland. *We have fulfilled our engagements, and leave the odium of unfulfilled engagements with others.*

We might, indeed, and could and would have fulfilled these engagements with greater pleasure, and *to a more complete extent* (as first above intimated), had we not been subjected to the blighting effects of indifference, by reflexion. We confess our ardor is somewhat damped, our zeal cooled off, and we "*stamp*" the idea of publishing a school journal in Maryland as a very small affair, not worth any one's attention,—conflicting interests and want of confidence making success almost impossible. Who will try it? We will sell our subscription list cheap,—especially the delinquent portion of it!

N. B.—Cecil County is the only county in the State which came honestly and manfully up to the mark, having paid for fifty copies. All honor to Cecil, and her whole-souled, noble, and excellent school officers.

Finally, it is unnecessary to enter into any further explanations on this interesting occasion. Suffice it to say that, in common parlance, we have found publishing an educational journal in Maryland "a hard road to travel," and have concluded to abandon it! The enterprise has received but few encouragements, and very many discouragements, while the mass of those who *should* have manifested some little interest in sustaining such a publication, treated it with the most sublime indifference! Some special difficulties were alluded to in Number 9, and having since failed in securing Legislative aid, and, as already above stated, the Principal of the State Normal not having been able to afford tangible encouragement, we have finally reluctantly resolved to, (and hereby do,) yield to the force of circumstances!

E. S. ZEVELY.

☞ Our "*Monthly Bulletin*" will be continued as usual; and those who are disposed to pay their dues to the Journal will do so at once, either to me or to James Young, Baltimore.

"Please Notice."—Many very clever publications seem to want to condition an exchange with others as good by requiring frequent laudatory notices, while at the same time they never presume to return the favor. Daughaday's "Our School Day Visitor," Phila., is an exception to this, being ever ready to do the fair thing, and is consequently deservedly prospering.

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State Normal School, Brockport, N. Y., June 3, 1867.

The Committee on Text-Books have examined the "Manual," and instruct me to state that, if you will comply with the terms given to us by other publishers, your book can be adopted as a text-book for the Normal and Training School. M. McVICAR, *Principal.*

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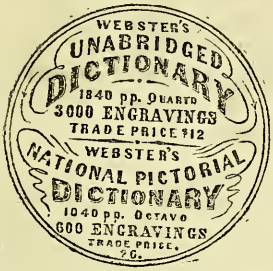

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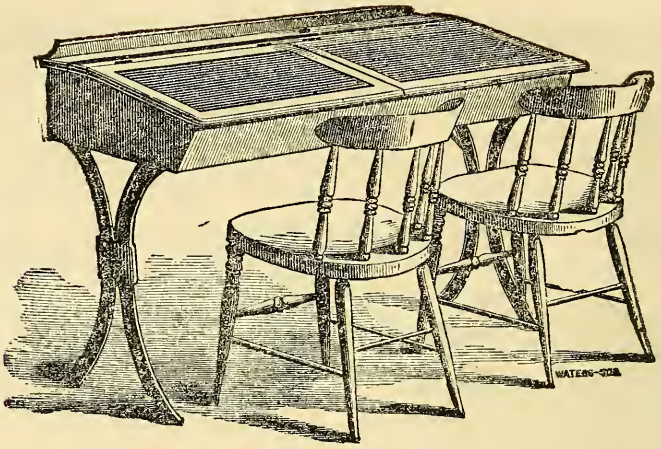

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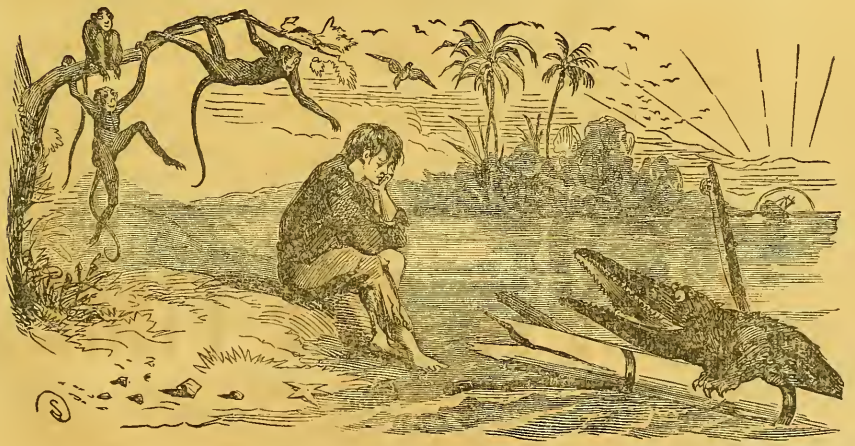

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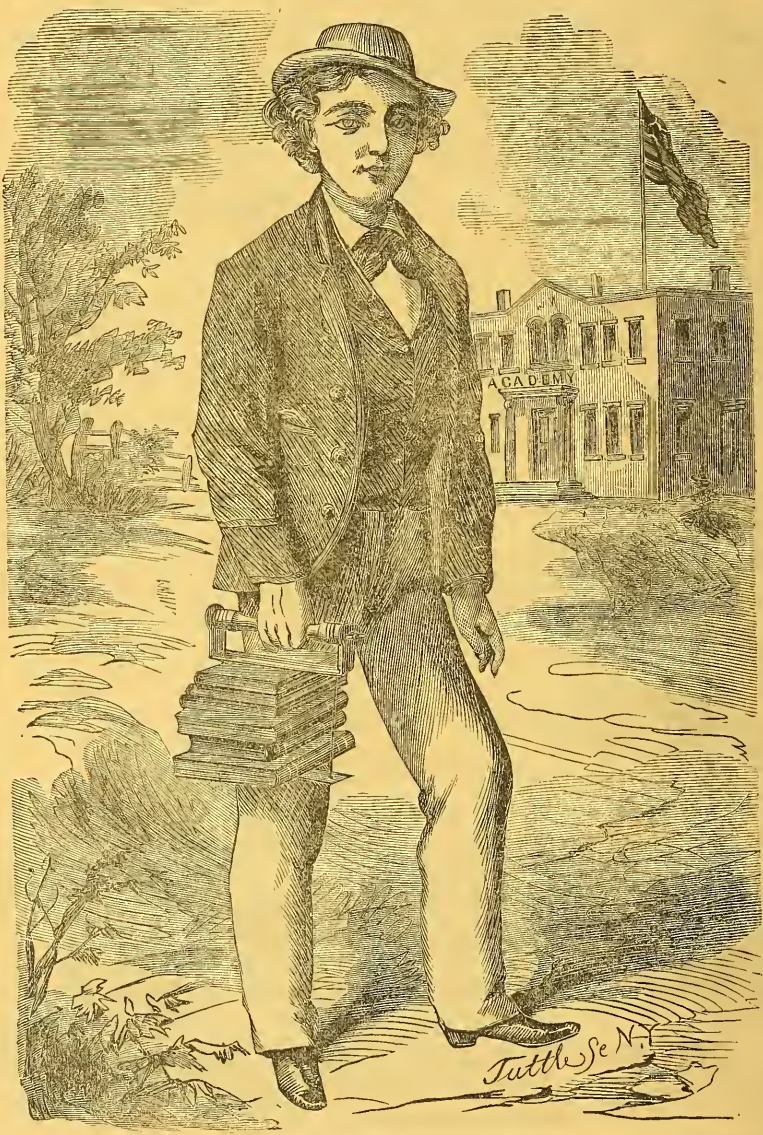

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